

INSPECTION REPORT

**Blyton CE (Aided) Primary School
Blyton**

LEA area: Lincolnshire

**Unique Reference Number: 120619
Inspection Number: 188137**

Headteacher: Mr M Solomon

**Reporting inspector: Mr J G Quinn
15676**

Dates of inspection: 13 - 15 September 1999

Under OFSTED contract number: 707589

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

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Information about the school

Type of school: Infant and junior

Type of control: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

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Appropriate authority: Governing Body

Name of Chair of Governors: Mr M Fenton

Date of the previous inspection: March 1996

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Keith Sanderson	Mathematics Science Design and technology Art Physical education Special educational needs	Curriculum and assessment Pupils' spiritual , moral, social and cultural development Staffing, accommodation and learning resources
Edmund Worby		Attendance Support, guidance and pupils' welfare Partnership with parents and the community

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Main findings

What the school does well

Secures a positive ethos for learning.

- Provides well for pupils with special educational needs.
- Establishes good links with parents and with the community.
- Provides very good information for parents.
- Levels of attendance are very good.
- Provides a wide range of extra-curricular activities.

Where the school has weaknesses

Standards in information technology are below national expectations.

- I. Teachers do not regularly plan for pupils' differing abilities in all lessons.
- II. Key issues from the last inspection have not been addressed fully.
- III. The school development plan lacks sufficient detail for the second and third years to be an effective tool for school improvement.
- IV. Assessments of pupils' learning are not used sufficiently to inform curriculum planning.
- V. The school curriculum is not planned well enough to ensure that pupils make sufficient progress in all subjects.

The school has strengths and weaknesses in broadly similar proportions.

How the school has improved since the last inspection

Improvement since the last inspection has been insufficient overall. The school has improved in some respects but in others improvement has been unsatisfactory. A positive ethos for learning has been maintained. A timetable for review of curriculum policies has been introduced to accelerate the pace of curricular development. Teachers' marking of pupils' work often encourages pupils but seldom indicates priorities for the planning of future work. Curriculum co-ordinators play a greater part in the development of their subjects but their role in monitoring standards in all classes is underdeveloped. Financial planning has not been set in the longer term.

With recent changes in the governing body the school's capacity for further improvement is satisfactory.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			well above average A
			above average
			average C
			below average D

			well below average E
English	B		
Mathematics	B		
Science	B		

The table shows that in the 1998 national tests Key Stage 2 pupils performed better in all three subjects than those in schools nationally.

The small number of pupils who took the tests in 1998 makes any comparison with similar schools statistically unreliable.

Inspection evidence indicates that pupils currently at the end of both key stages attain standards that are average in English, mathematics and science but below expectations in information technology. In all other subjects pupils' attainment is as expected for their age.

Children under five achieve satisfactory standards across the full range of their work and the majority attain the Desirable Learning Outcomes in all nationally prescribed areas of learning by the time they reach five years of age.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	good	good	satisfactory
Mathematics	satisfactory	satisfactory	satisfactory
Science		satisfactory	satisfactory
Information technology		insufficient seen	insufficient seen
Other subjects	satisfactory	good	satisfactory

Teaching was at least satisfactory in 96 per cent of lessons. It was good in 40 per cent and very good in eight per cent of lessons seen. Teaching was unsatisfactory in four per cent.

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

Other aspects of the school

Aspect	Comment
Behaviour	Generally good in lessons and on other occasions in school. Pupils are caring, considerate and courteous.
Attendance	Good. Pupils arrive punctually and lessons begin on time.
Ethos*	Good. Professional relationships are positive and there is a commitment to high standards.
Leadership and management	Satisfactory. The headteacher provides clear leadership and is well supported by staff and governors. Monitoring of standards by co-ordinators remains underdeveloped and the school development plan is too short term to secure school improvement beyond a year. The governors have not addressed all the key issues from the previous inspection.

Curriculum	Satisfactory. It is generally broad and well balanced but insufficient time is allocated to teaching information technology. Planning for progression and continuity is unsatisfactory. Assessment is not used consistently to plan future work.
Pupils with special educational needs	Provision for special educational needs is good. Pupils are well supported and their progress is effectively monitored.
Spiritual, moral, social & cultural development	Good provision for social and moral development and satisfactory for spiritual and cultural development.
Staffing, resources and accommodation	Satisfactory overall. The school works hard and successfully to overcome constraints imposed on the physical education curriculum by the absence of suitable accommodation. Many of the school's computers are old and limited in their applications.
Value for money	Satisfactory value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
VI. The approachability of staff. VII. The positive effect that the school's attitudes and values have on their children. VIII. The high standards of pupils' behaviour	IX. The way in which the school handles complaints X. Information provided on what is taught XI. Information provided on pupils' progress.

Inspection findings support the positive views of parents but do not endorse the concerns expressed by a very small minority. The school handles complaints effectively and provides good information on pupils' progress and on what is taught.

KEY ISSUES FOR ACTION

The governors, headteacher and staff should address the following:

XII. Raise standards in information technology as identified in the school development plan by:

- a) improving resources as funds become available;
- b) improving staff knowledge, confidence and expertise;
- c) ensuring that sufficient time is allocated to the teaching of the subject and that all pupils have regular access to computers. *(see paragraphs 85, 44, 52, 49)*

● Ensure that the governors' action plan arising from the previous inspection is implemented in full. *(see paragraph 76)*

● Improve teachers' capacity to provide work for pupils' differing abilities in all subjects. *(see paragraph 46)*

● Develop curriculum planning further to ensure that pupils build on their skills and knowledge progressively as they pass through the school. *(see paragraph 55)*

● Make better use of the assessment of pupils' learning to plan future work. *(see paragraph 56)*

● Improve the structure of the school development plan to indicate separately targets for the second and third years. *(see paragraph 76)*

In addition to the key issues above, there are a number of less important issues that should be considered for inclusion in the action plan. These are indicated below together with main paragraphs in which they occur:

- * planned opportunities for pupils to discuss their work in pairs or in groups; *(See para 47)*
- * use of artefacts to support the development of pupils' skills in history and geography; *(See para 47)*
- * prompt marking of attendance registers at the beginning of morning and afternoon sessions; *(See para 66)*
- * training in Child Protection for the designated member of staff; *(See para 68)*
- * systematic monitoring of teaching to ensure that standards are maintained or improved; *(See para 74)*
- * statutory information to be included in school prospectus and the governors' annual report to parents; *(See paras 78/79)*
- * the provision of large equipment to aid the physical development of children under five *(See paras 83/109)*

INTRODUCTION

Characteristics of the school

1. Blyton Primary School is a small school situated approximately four miles to the north of Gainsborough in Lincolnshire. In accordance with the governing body's admission policy the majority of pupils admitted live in the village of Blyton. There are 84 boys and girls between

the ages of four and 11 on the school roll, who are taught in three classes. The roll has risen significantly since the school was last inspected. Five pupils are entitled to free school meals, which is below average and similar to the position at the time of the previous inspection. There are no pupils from families of ethnic minorities. Eleven pupils have special educational needs including one who has a Statement of Special Educational Need; this is proportionally lower than that found in the majority of schools.

2. Pupils are admitted to school at the beginning of the year in which their fifth birthday occurs. The majority experience some form of pre-school education at a local playgroup and the attainment of most on entry to school is in line with that found nationally for children of this age.
3. The school's priorities for the future as expressed in the school development plan are as follows:
 - .review the school's literacy policy and the national numeracy strategy after the initial year;
 - .audit the school's fiction library;
 - .review the school's policy for information and communication technology and raise staff awareness and expertise in the subject;
 - .develop the role of co-ordinators;
 - .revise record-keeping sheets for English, mathematics and science;
 - .monitor home-school contracts and homework;
 - .review the timing of parents' evenings;
 - .carpet the floor areas of all classrooms and implement the rolling programme of internal redecoration.

Key indicators

1. Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	2	5	7

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	1	2	2
	Girls	5	5	5
	Total	6	7	7
Percentage at NC Level 2 or above	School	86 (100)	100 (93)	100 (86)
	National	80 (80)	81 (80)	84 (83)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys	1	2	2
	Girls	5	5	5
	Total	6	7	7
Percentage at NC Level 2 or above	School	86 (--)	100 (--)	100 (--)
	National	81 (79)	85 (83)	86 (84)

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

2. Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	3	5	8

National	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	2	2	3
	Girls	5	5	5
	Total	7	7	8
Percentage at NC Level 4 or above	School	88 (75)	88 (63)	100 (69)
	National	65 (63)	59 (62)	69 (68)

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	2	2	3
	Girls	5	5	5
	Total	7	7	8
Percentage at NC Level 4 or above	School	88 (-)	88 (-)	100 (-)
	National	65 (63)	65 (64)	72 (69)

3. Attendance

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

		%
Authorised Absence	School	4
	National comparative data	5.7
Unauthorised absence	School	0
	National comparative data	0.5

4. Exclusions

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

	Number
Fixed period	0
Permanent	0

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

5. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	8
Satisfactory or better	96
Less than satisfactory	4

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

6. The majority of children enter school at four years of age with standards that are similar to those found nationally. They make sound progress in each recommended area of learning during their time in reception and most attain the levels expected for pupils at age five.
7. The Key Stage 1 1998 national test results in English showed attainment to be broadly in line with the national average in reading and very high in writing. The test results for 1999 indicate a fall in reading and writing standards compared with those for 1998.
8. At Key Stage 2 1998 tests in English indicated above average results. The 1999 test results showed an improvement on those for 1998.
9. In the 1998 National Curriculum mathematics test at Key Stage 1 results were very high in comparison to national averages. At Key Stage 2 results were above the national average.
10. Similar levels were achieved in the 1999 tests for Key Stage 1 and Key Stage 2 but a greater proportion of pupils attained the higher Levels 3 and 5 at each key stage respectively.
11. In science the results of the 1998 teacher assessments are above average. On the basis of tests at the end of Key Stage 2 pupils' attainment at the expected Level 4 is above the national average.
12. Teacher assessments for 1999 at Key Stage 1 and test results at Key Stage 2 indicate that a greater proportion of pupils at both key stages attained the higher Levels 3 and 5 respectively than in the previous year.
13. Test results change considerably each year in such a small school, with variations in the number of pupils taking the test.
14. Inspection evidence indicates that pupils currently nearing the end of Key Stage 1 and Key Stage 2 attain average standards in English, mathematics and science but below national expectations in information technology. In all other subjects pupils' attainment is as expected for their age. Pupils make sound progress in all subjects except for information technology, history and geography where progress is unsatisfactory.
15. Pupils with special educational needs make good progress towards targets identified in their individual work programmes.
16. In speaking and listening standards are in line with those found nationally at the ages of seven and 11. At five years of age pupils listen with increasing concentration, they respond to adults' questions, talk incidentally to others as they work and develop conversational language through role-play activities. At the end of Key Stage 1 pupils listen attentively in lessons to instructions, stories and poems and respond appropriately when required to do so. They speak about their own experiences to adults and other pupils and incorporate detail to aid understanding. At the end of Key Stage 2 pupils listen to more sophisticated stories and talk with increasing confidence and attention to detail. There are insufficient planned opportunities for pupils to

discuss ideas in small groups, however, which limits their attainment.

17. Progress in speaking and listening is sound. The youngest children and pupils in Year 1 listen attentively to stories and join in enthusiastically with familiar rhymes and phrases. They talk about recent events and as they progress they incorporate greater detail into their explanations. Pupils build on their skills satisfactorily throughout Key Stage 2 where they listen for longer periods to more sophisticated texts and more complex teacher explanations in lessons. They respond to teachers' questions in increasing detail and discuss tasks incidentally with partners or in groups as they work.
18. Standards in reading are in line with national expectations at the end of Key Stage 1 and Key Stage 2. Pupils make sound progress. Some older children in reception are able to read individual words and simple phrases in books, and others do so with the support of an adult. Pupils nearing the end of Key Stage 1 read accurately from a range of texts within the reading scheme. They use a variety of strategies for establishing meaning and employ their knowledge of letter sounds effectively to work out unfamiliar words. Pupils know the difference between fiction and non-fiction and understand the purpose of contents and indexes. At the end of Key Stage 2 pupils read from a greater range of texts. They talk about the plot and characters and some express preferences for particular authors. Pupils know how to use contents and indexes to find information and use these skills effectively in subjects such as science and geography.
19. Children in reception derive pleasure from pictures and understand that print carries meaning. In Year 1 pupils build successfully on early reading skills acquired in reception. They begin to recognise words and phrases in simple text from the reading scheme and use their knowledge of letter sounds and the alphabet to help with more difficult words. As they pass through the key stage they develop their skills effectively. Throughout Key Stage 2 pupils read increasingly difficult texts independently and apply their skills and alphabetical knowledge to reference work in connection with other subjects. They explore the main features of characters from books and identify the relevant descriptive words and phrases.
20. Standards in writing for the majority of pupils are in line with the national average at the end of both key stages and a minority of pupils achieve beyond this. Pupils make sound progress as they pass through the school. The oldest pupils at Key Stage 1 write in a variety of forms such as letters of invitation, imaginative stories, and descriptions. They sequence sentences and most use simple punctuation accurately. A minority incorporate speech marks and question marks into their writing. The spelling of simple words is usually accurate and handwriting is clear and well formed. At the end of Key Stage 2 pupils write widely for a greater range of purposes and with a sense of audience. Poetry however, is under- represented. Pupils' spelling is usually accurate and handwriting fluent and joined. Pupils use punctuation and simple grammatical structure correctly except for paragraphs, which are underused.
21. Pupils build on their writing skills progressively as they pass through the school. The youngest pupils at Key Stage 1 begin to form letters and words correctly with assistance. They write simple phrases relating recent events and retelling familiar stories but opportunities for freer writing are limited. Pupils' skills develop commensurate with their age. Writing becomes increasingly better formed and spelling more accurate as they progress into Key Stage 2. Here pupils learn how to make sensible sentences by changing tense and are familiar with parts of speech such as verbs and adjectives. They write in a greater range of forms and choose language for effect.
22. Pupils make good use of their literacy skills in history, geography and science where they write accounts of visits, research information and record experiments.

23. In mathematics at five years of age children count forwards and backwards to ten and some use these skills to calculate simple addition sums. They develop an awareness of shape, weight and capacity through sand and water play. At the end of Key Stage 1, pupils use recall of simple multiplication and division facts to aid calculations. They sort a range of three-dimensional shapes in different ways and describe them accurately. Pupils gather and record information and present their work in block graphs. Higher attaining pupils interpret their findings. In fractions pupils have practical experience of sorting into equal parts. Pupils explore the symmetry of shapes using a mirror, and can draw a line of symmetry. They recognise right angles and understand that all angles are measures of turn.
24. Progress through Key Stage 1 is satisfactory overall and pupils build successfully upon those skills learnt in reception. Computations in mental mathematics are constantly practised and many pupils show increasing confidence and fluency in their ability to calculate mentally. Pupils develop a wider mathematical vocabulary and greater understanding of symbols. Pupils make satisfactory gains in their knowledge and understanding of number, shape, time and data handling.
25. By the end of Key Stage 2 the majority of pupils know their tables up to ten times ten and carry out calculations using these facts. Pupils have a satisfactory knowledge of two and three-dimensional shapes and confidently name different triangles. They work out the areas of shapes and experience a wide variety of data handling.
26. Progress through Key Stage 2 is sound. Lower attaining pupils are well supported and make good progress in relation to prior attainment. The emphasis the school now places upon daily mental mathematics activities has a positive impact on all pupils' knowledge of number facts and their developing number skills. However, insufficient opportunities are provided for investigative and problem solving activities, which limits pupils' progress in these areas.
27. In science older pupils at Key Stage 1 develop investigational skills successfully. They plan and carry out investigations, predict the outcomes of their experiments and record their findings.
28. In science at the end of Key Stage 2 pupils categorise the content of food in order to achieve a balanced diet. They identify energy sources from different foods, and recognise some common food 'allergies'. Pupils have a better understanding of the need for 'fair testing' where one factor is changed whilst others are kept constant.
29. Pupils make sound progress in their development of scientific knowledge and skill as they pass through Key Stage 1. The younger pupils are able to classify and group 'living' and 'non living' objects. They begin to identify the criteria for classifying creatures as mammals. Pupils are able to draw diagrams of flowering plants and label their parts with increasing care and accuracy.
30. Pupils build upon their skills at Key Stage 2 and continue to make sound progress. They conduct more complex experiments and use line graphs to record their findings. In studying animals they classify groups of animals and construct a 'food chain'. Pupils develop a wider variety of ways of recording their findings. Scientific vocabulary is used more widely and confidently. Pupils at both key stages make effective use of literacy skills in discussing and recording the results of their efforts, and use numeracy skills in measuring and tabulating results.

31. Attainment in information technology for the oldest pupils is below expectations and progress is unsatisfactory. Pupils create pictures and text. They find information from programs in connection with history, geography and science but overall their experiences in the use of computers are too narrow.
32. Whereas the standard of work in geography and history is broadly as expected for the age of the pupils, the manner in which the curriculum is organised in these subjects hinders pupils progress and occasionally results in pupils learning the same information regardless of age.

Attitudes, behaviour and personal development

33. Pupils have good attitudes towards their work and this makes a significant contribution to their progress, their personal development, and to the ethos of the school. This is similar to the position at the time of the previous inspection.
34. Children under five relate effectively to one another and to the adults with whom they work. They apply themselves well to activities and share materials and equipment willingly. Children work with increasing concentration, confidence and independence on a variety of tasks.
35. Pupils at Key Stage 1 and Key Stage 2 enjoy their lessons, respond with interest to their teachers and many are keen to answer questions and join in discussion. At the same time they are willing to listen to other pupils' ideas and opinions and many show appreciation of other people's skills and talents. Pupils of all abilities apply themselves well to their tasks and many sustain interest in activities.
36. Pupils regard school as a place for purposeful learning. Good behaviour in classrooms and around school results in an orderly community. Pupils understand what is acceptable; the school's policies in behaviour, anti-bullying and home-school agreements successfully promote a consensus amongst staff, pupils and parents of the standards required. Parents are very satisfied with the good standards of behaviour of the school, which have been maintained since the previous inspection.
37. Pupils' personal development is satisfactory. They respond well to any opportunities provided by the school to show responsibility and to take initiative. Pupils willingly undertake tasks, which contribute to the smooth running of the school such as preparing for assemblies and giving out apparatus and resources for lessons. They have a healthy respect for their own property, that of other pupils and school equipment. There is no evidence in the school of damage caused by pupils. Pupils are courteous and positive feedback from teachers and other adults shows pupils that they are valued. This helps to foster a feeling of security and confidence. Pupils take an active part in the community. They attend village events such as carol services and concerts. They visit local disabled and elderly citizens, and entertain senior citizens in the village hall. In the wider community participation in the Gainsborough Riverside Regeneration Project was both extensive and enthusiastic.

Attendance

38. The school achieves good rates of attendance as was the case at the time of the last inspection and the rates of authorised and unauthorised absence continue to be low. Registers are appropriately maintained and procedures for their completion are in line with legal requirements.

39. Very little time is wasted in movement about school and lessons begin promptly. This contributes positively to the progress that pupils make and to their standards of attainment.

QUALITY OF EDUCATION PROVIDED

Teaching

40. The quality of teaching is sound overall, which is broadly similar to that at the time of the previous inspection. In approximately four lessons out of ten teaching was good and in almost one lesson in ten it was very good. In only a very small number of lessons was teaching unsatisfactory.
41. Teachers have a clear understanding of the subjects they teach with the exception of information technology where some lack of expertise contributes to low standards in the subject. The arrangement whereby teachers teach subjects in which they are particularly knowledgeable to more than one class is successful, as it was when the school was last inspected. Staff who work with children under five are aware of their particular requirements but very occasionally do not employ suitable methods to meet the needs of the youngest children as in a sequencing activity, for example, where children sat for too long insufficiently engaged whilst waiting their turn to participate.
42. Teachers have appropriate expectations of pupils' attainment and behaviour overall. They question pupils effectively in order to build on previous knowledge, to assess understanding and to take learning forward. In a very small number of lessons the content of what is taught is pitched at too high a level which adversely affects, the progress that pupils make.
43. Teachers' planning varies considerably between classes and subjects but is satisfactory overall. In the best lesson plans there are clear and achievable learning objectives with related assessment activities to measure whether learning has taken place, as in the history lesson for the oldest Key Stage 2 pupils. In less satisfactory lessons the targets for learning are too general and the opportunities for assessment are either missing, or do not relate closely to the objectives for the lesson. In many lessons teachers do not plan activities to meet the different abilities of pupils.
44. Teachers use a suitable range of teaching approaches and organisational methods well. These vary from individual support, to group and whole-class teaching, all of which are used effectively in the teaching of literacy and numeracy. However in most lessons, there are too few planned opportunities for discussion and in subjects such as history and geography there is too little emphasis on fostering skills of enquiry through handling artefacts. Children who are under five years of age learn effectively through a carefully planned programme of purposeful play combined with more structured activities. Pupils with special educational needs receive good support and guidance, which enables them to make good progress.
45. Teachers manage pupils' behaviour well. They use praise and encouragement to good effect and rarely resort to criticism or censure. Consequently standards of behaviour and concentration in lessons are generally high and only deteriorate on the infrequent occasions where teachers' explanations are lengthy and pupils are kept inactive for too long.
46. Overall teachers use time and resources well. Introductions to lessons are appropriately

balanced against time allowed for purposeful pupil activity, and learning generally proceeds at a brisk pace. Very occasionally teachers do not provide pupils with sufficient time to complete tasks that have been set. Effective use is made of resources with the exception of some pictures in history and geography lessons, which are too small to be seen clearly in detail during whole class sessions. School computers are not used regularly or consistently in all classes to support learning, with the result that standards in information technology are unsatisfactory.

47. The quality and use of teachers' assessments are generally sound but vary considerably between teachers and subjects. In lessons where it is used well teachers question pupils effectively to establish what they have understood before taking learning forward. In the best lessons teachers monitor pupils' understanding through questioning and discussion. This was evident, for example, in some literacy lessons at both key stages and in a Key Stage 2 science lesson where pupils were classifying plants according to specific characteristics. Teachers mark pupils' work regularly. Although comments encourage pupils and praise effort there are too few which indicate priorities for future learning; in this respect, the related key issue from the last inspection has been insufficiently addressed.
48. Teachers make satisfactory use of homework to reinforce that which has been learnt in school, particularly in English and mathematics.

The curriculum and assessment

49. The curriculum is broadly based and generally well balanced although insufficient time is allocated to teaching information technology skills. Discretionary time, allowed in addition to the basic statutory curriculum, is effectively used, principally to focus on the increasing importance of literacy and numeracy. This is achieved without neglecting other subjects in the curriculum such as history, geography and physical education. Religious education lessons follow the requirements of the Durham Agreed Syllabus.
50. The curriculum includes an effective programme of personal and social education and sex education. The latter is taught as part of a wider health education programme in accordance with the governors' written policy. A recently reviewed policy on drugs education helps the school provide appropriate information for pupils at each key stage. The school nurse is involved in health education and the local police effectively remind pupils of every day dangers. Overall the curriculum successfully promotes pupils' intellectual, physical and personal development and prepares them for the next stage of their education.
51. Provision for pupils with special education needs is good and they receive strong support. Early identification of difficulties is integral to the school's provision. Those identified on the special educational needs register have appropriate individual education plans that identify specific learning targets. These small step targets are achievable and they positively influence tasks set out for pupils. Well-managed support from the learning support service staff, teachers and outside agencies, allied to close co-operation from parents, enables pupils to make good progress towards their targets. Many pupils on the special educational needs register have their learning difficulties addressed sufficiently during their time in school for them to no longer require additional support. Generally, all pupils have equal access to the curriculum.
52. A considerable amount of work has been done to develop a planning system for the school. However, this is not complete and lacks cohesion. Policy statements are in place for all subjects and a timetable for review has been implemented. The school has adopted the National Framework for Literacy and is beginning to adopt the National Numeracy Framework. The

school is also making use of the Qualification and Curriculum Authority's guidelines for much of its curriculum planning. Some of the schemes identify skills' progression satisfactorily, as in art. Some of the schemes have guidelines and suggestions for lesson planning as in science. However, the planning system at present does not present a clear vision of the 'whole school' planning process. The school is organised on a mixed age basis in every class. Consequently there is a range of ages as well as abilities in each class grouping. School plans work on a two year cycle in science and a four year cycle in history and geography in an attempt to meet the needs of these classes. However, work is sometimes targeted at one age group to the detriment of others. Some of the short-term planning fails to address the issue of work planned to suit the needs of pupils with different abilities. The lack of clear planning for this mix in ages and abilities sometimes results in inaccurate expectations. Planning for the progressive, continuous acquisition of skills and knowledge is unsatisfactory. This results in pupils engaging in work at the same level regardless of age, as in history.

53. Procedures for assessing pupils' attainments are satisfactory. The school uses a variety of formal assessments to evaluate standards of attainment including baseline assessments, school and national tests. Much information is gained using the 'calendar of assessments' which has been developed as whole-school practice. Recent analysis of national test results revealed weaknesses in spelling through the school. As a result the school has now introduced enhanced programmes of work, has set targets for improvement and uses homework tasks to consolidate and extend class work. However, the use of assessment information to enable teachers to plan future work in all subjects is underdeveloped.
54. There are no portfolios of work in the core subjects, annotated with assessments of National Curriculum levels of attainment, to help guide teachers in their assessment of pupils' progress. Arrangements for recording and reporting are satisfactory and open evenings for parents are held regularly.
55. Provision for extra-curricular activities, including sport, is very good and these activities are well attended by many pupils. These currently include recorder playing for three separate groups, safe cycling, rounders, cricket, football, netball and cross country running. Teachers, ancillary staff and parents all make valuable contributions to providing these activities. Teams from school also participate in a variety of inter-school competitions including football, netball, swimming and cross country running. These enhance the curriculum significantly and contribute well to pupils' social and personal development.

Pupils' spiritual, moral, social and cultural development

56. Provision for pupils' spiritual, moral, social and cultural development is sound overall, as it was at the time of the previous inspection.
57. Arrangements for spiritual development are satisfactory. Through religious education, literature, music, art and assemblies staff offer insights into different people's lives, values and beliefs. Pupils learn the values and beliefs of the Christian faith. Good works are celebrated and awareness of moral issues is raised. Adults consistently place high value on pupils' work and ideas. However, opportunities for quiet reflection about pupils' own emerging beliefs, for example in collective worship, or for them to reflect upon and evaluate their own work, or that of others, are too few.
58. The school makes good provision for pupils' moral development. All staff provide strong role models to help pupils develop a mature understanding of moral responsibilities and a clear

sense of what is right and wrong. The school effectively promotes values of honesty, fairness and respect for others. These expectations are underpinned by explicit moral teaching, the consistent application of the behaviour policy and through routine classroom practices, where opportunities are constantly taken to explore such matters as “telling the truth” and “What makes a happy school?”

59. Good provision is made for pupils’ social development. Adults demonstrate respect for pupils and provide good role models for how relationships are initiated and sustained. School routines and opportunities to work and play collaboratively promote a secure understanding of belonging to a community. Educational visits, and residential trips such as to Eyam in Derbyshire and to Wales help pupils behave confidently in different social situations. Good opportunities are provided for the fostering of responsibility through representing the school in inter-school activities. Developments of the responsibilities of citizenship are fostered through involvement in parish activities such as the senior citizens’ Christmas party, and participation in fundraising activities for a range of charities including the National Society for the Prevention of Cruelty to Children, Help the Aged and Barnardo’s, thereby raising pupils’ awareness of people in circumstances different from their own.
60. Provision for pupils’ cultural development is sound. Pupils’ knowledge and experience of their own culture are promoted through such subjects as music, art, history and literature. They learn of traditional stories recounted in the literacy hour, through visits to the Trinity Arts Centre in Gainsborough to see plays and listen to music, to Scunthorpe Museum to study artefacts, and to Conisborough Castle to enjoy mediaeval costumes.
61. Although other countries are studied in geography, and in religious education pupils study faiths other than Christianity, opportunities for pupils to gain any substantial understanding of a ‘multi-cultural’ dimension are limited.

Support, guidance and pupils’ welfare

62. The measures, which the school adopts to support, guide and secure pupils’ welfare, are generally sound.
63. Procedures for monitoring pupils’ progress, personal development and attendance are sound. Teachers keep appropriate records of the progress that pupils make in their learning. They know their pupils well, which makes an effective contribution to checking pupils’ personal development. The administration and procedures in the event of unauthorised absence are clear, however, there are occasions when significant and unnecessary delays occur in the recording of attendance and absence in registers. Registers remain within individual classes and are not returned to a central place. Whilst this is not good practice, due to the school secretary working on a part-time basis and the school layout, it is efficient in terms of accessibility in the event of evacuation. Teaching and non-teaching staff are committed to the general well-being of pupils. Parents are happy with the values and attitudes, which the school promotes, and feel confident that they can discuss problems or concerns about their children with the staff. Pupils with special educational needs are well supported. Their needs are clearly documented and as a result they make good progress.
64. The school sets high expectations of how pupils are expected to behave. Procedures to promote acceptable behaviour are good. They are understood well and are effective. Parents indicate that they are very satisfied with the school’s management of behavioural issues and stress that the school excels in providing a caring environment. Incidents of bullying are

extremely rare and are dealt with immediately and effectively. Lunchtime procedures are clearly understood, closely followed and as a result a calm atmosphere prevails.

65. The school has a comprehensive policy on child protection which, under the headteacher's guidance and overall control, works effectively. The headteacher, however, has not received formal training in this area.
66. Overall the school is successful in securing the general well being of pupils. Staff are generally vigilant in matters of safety and are trained in providing first-aid assistance. Procedures for systematically dealing with potential health and safety risks are securely established. The previous inspection report stated that health and safety measures were effective and ably supported by policy documents. This situation remains unchanged.

Partnership with parents and the community

67. The partnership established with parents is good and that with the community is very good. This situation is similar to that found at the time of the last inspection. Parents receive detailed and timely information about events at the school through regular newsletters, a very good school prospectus and noticeboard displays. The school takes positive measures to solicit the views of parents and actively canvasses their contributions to the school development plan. Annual reports are sent to parents and provide useful and informative details of the pupils' work throughout the year and indicate the progress which pupils make. Parents are also invited to respond. The school also provides regular consultation evenings for parents to discuss their children's progress. Satisfactory arrangements are made to review statutory documentation for pupils with special educational needs and these are discussed appropriately with parents.
68. Parents are actively encouraged to come into school. Although the numbers of parents who help in school and on educational visits are relatively few, their contribution is valued by staff and has a positive effect on standards attained. The new homework policy provides clear guidance on how parents might best help their children extend or consolidate that which has been learnt in school. The home-school child agreement process has been adopted with enthusiasm and commitment from all involved. Parents are invited to discuss matters concerning their children's welfare and progress with the headteacher or class teacher without the formality of appointments. This is one of a number of aspects that are particularly valued by parents.
69. A very active and enthusiastic Friends Association, which includes the whole village community, holds a large number of successful fund raising and social events. It contributes greatly to the work of the school and raises substantial amounts of money which are prudently spent under the direction of the headteacher, on resources to enhance the quality of pupils' education.
70. A particular strength of the school is its links with the local community. The school functions as an integral part of the village. It has a well-defined and carefully planned sequence of visitors and visits that enhance the quality of education provided and greatly contribute to pupils' personal development and their understanding of the nature of citizenship.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

71. The leadership of the school is sound. The headteacher provides clear educational direction to the work of the school. Despite a regular teaching commitment he monitors standards and teachers' plans regularly and systematically. There is, however, no system for monitoring the quality of teaching to ensure that standards in this area are maintained or improved. The headteacher releases co-ordinators occasionally to monitor aspects of the subjects for which they have responsibility but this is neither regular nor frequent. The role of co-ordinators has increased little since the school was last inspected but it is identified as an area for attention on the school development plan.
72. The governing body works well with the headteacher and effectively supports the work of the school. A few governors have recently joined the school in this capacity and are relatively new to their roles. Working together, the governing body and the headteacher have a clear view of how they would wish to see the school develop. This partnership is characterised by a high degree of mutual trust and support and a valuable exchange of opinion and information. The governing body has an appropriate structure of committees together with individual governors who oversee aspects of the school's work. These committees and individuals are well informed about the work of the school and the condition of the premises. Governors take an active interest in the day-to-day life of the school and some visit regularly to help in the classrooms and to see pupils at work.
73. Clear targets for curriculum improvement are defined in the school development plan. However, planning for school improvement is essentially a short-term exercise as it covers a period of one year only in detail and gives insufficient information on priorities for the future beyond a year. This is similar to the position at the time of the last inspection. As such the development plan is not a fully effective tool to secure the continuous improvement of the school in the long term. The governors' action plan arising from the last inspection was constructed satisfactorily although a few governors are unsure of the issues to which it relates. Manageable strategies have been identified to address the issues raised. Most of these have not been sustained, however, with the result that few of the issues raised at the time of the last inspection have been addressed fully. The national strategies for improving pupils' literacy and numeracy are managed effectively and governors are kept informed of developments by the teaching staff with co-ordinating responsibilities for these subjects. Appropriate targets have been set for the attainment of pupils at 11 years of age and these have been approved by the local education authority. The management of special educational needs is good at school level but there is currently no system for governors to oversee provision in this area.
74. There is a positive ethos throughout the school as there was at the time of the last inspection. Good relationships prevail, and all pupils are afforded equal access to the curriculum, regardless of difference in age, gender or ability. There is a clear commitment to raising pupils' standards of attainment. The headteacher and governors have drawn up a set of aims covering many aspects of school life. Policies covering important aspects of the work of the school are widely implemented and form a sound structure for fulfilling the aims outlined in the school prospectus.

75. Most statutory requirements are met with the exception of the following information which is missing from the school prospectus:
- *. the summary of the school's charging policy makes no mention of remission for parents who are in receipt of benefit;
 - *. although the admission policy is clearly constructed, arrangements for parents to visit the school with a view to seeking admission are not included;
 - *. the information related to the school curriculum is full but no reference is made to the teaching techniques employed;
 - *. there is no summary of the school's policy for special educational needs or inclusion of arrangements for disabled pupils;
 - *. rates of authorised and unauthorised absence are missing;
 - *. although the most recent National Curriculum test results are included national results against which parents may make comparisons are omitted.
1. The governing body's annual report to parents comprises informative contributions from individual governors but the following statutory information is missing:
- *. the names and addresses of the Chair of Governors and the clerk;
 - *. dates of the next election for parent governor;
 - *. dates of terms and holidays for the next school year;
 - *. progress on the action plan related to the last inspection or whether issues have been addressed;
 - *. information on school security;
 - *. arrangements for admitting, and provision for, disabled pupils;
 - *. a summary of training undertaken by staff;
 - *. the school's National Curriculum results are included but not the national figures against which the school might be compared;
 - *. rates of authorised and unauthorised absence.

Staffing, accommodation and learning resources

1. The conscientious and hard working staff are suitably qualified with appropriate training and experience. A number of part-time teachers and support staff effectively provides learning opportunities for pupils at both key stages, particularly for those with special educational needs. Teachers and learning support staff collaborate very well and good teamwork is apparent throughout the school. Administrative staff, caretaker and lunchtime supervisors all make a valuable contribution to the life of the school.
2. Appropriate arrangements are in place for the appraisal of staff and the cycle of appraisal is up to date, helping staff to evaluate and improve their practice. All teaching and support staff have access to relevant courses and training. Recent priorities, highlighted in the school development plan, have included developing teaching staff skills in using information technology, developing the role of the co-ordinator and providing training for mid-day meals assistants. Efforts to develop expertise and confidence in relation to the literacy and numeracy initiatives have been effective. Taken together these features have helped to maintain standards since the last inspection.
3. The school buildings are cared for and valued by staff, pupils and the local community. The accommodation has been improved since the last inspection. The replacement window scheme has been completed and this has cut down on glare and reduced noise intrusion, thus enhancing

the learning environment. Extra storage space has been created and one large classroom, the entrance hall and the outside toilets have all been redecorated. Display areas inside and outside the classrooms are used effectively to celebrate pupils' work and enrich the environment. High levels of cleanliness are maintained in classrooms and elsewhere around the school. As mentioned in the previous inspection report the lack of a school hall provides problems in relation to curricular provision, for physical education, for worship, for mealtime arrangements and for the school finances. These problems still exist. The school incurs extra costs in hiring the village hall, to provide facilities for gymnastics and dance during the winter months. Externally the school has a tarmac area for play and a generous grassed area and playing field. A pond and wildlife area are effectively used to stimulate and support learning in science and studies of the environment.

4. Resources are satisfactory overall for all areas of the curriculum except for information technology where they are unsatisfactory. In history and geography there are too few artefacts to enable pupils to develop the skills of enquiry and there is a shortage of large equipment to aid the physical development of pupils under five. Resources for English, and physical education, especially with regard to the range of small equipment, are good. Effective use is made of available space for storage. Each classroom has sufficient basic equipment. Other resources are stored centrally. The school library is well stocked and problems relating to the quality and range of some reference books, mentioned in the last report, are being addressed.

The efficiency of the school

5. Overall, the school makes satisfactory use of the finances and resources available to it. Curriculum developments are clearly indicated in the school development plan for the current year but not all are appropriately costed. The governors have not produced a longer-term financial plan to address the relevant issue from the previous inspection.
6. Good use is made of teaching and support staff. In classes where additional adult support is used to assist pupils in their work, the quality of learning is enhanced noticeably. The practice of deploying teachers to work with classes other than their own teaching subjects in which they have particular expertise is an effective system, which contributes significantly to standards achieved. Good use is made of the school's accommodation including the library area, which is occasionally used by older pupils to find information for themselves. Resources are generally used satisfactorily in all classes, with the exception of computers, which are underused throughout the school.
7. Systems for financial control are good. The school budget is drawn up by the headteacher with valuable assistance from the school's administrative officer and in consultation with the governing body's finance governor. Spending is monitored systematically by the headteacher who provides the governors with regular and detailed information on spending patterns. Money allocated to special educational needs and to resources for literacy is spent appropriately by the co-ordinator following consultations with staff. All recommendations arising from the most recent auditor's report have been met. School administration is very efficient and routines and systems are clearly identified and followed by adults and pupils.
8. Taking into consideration the attainment of pupils on entry, the quality of education provided, the higher than average cost of educating each pupil and pupils' attainment at the end of Key Stage 2, the school provides satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

9. Children under five years of age are admitted to school full-time at the beginning of the school year when their fifth birthday occurs. They are taught as reception children in the same class as Year 1 pupils with whom they share many lessons. There were nine children under five years of age in reception at the time of the inspection.
10. Most children have experience of pre-school education at a local playgroup with which the school has established a close and constructive relationship. The majority of children attain standards similar to those found nationally for their age on entry to school. They make sound progress during their time in reception and most attain the Desirable Learning Outcomes in each nationally prescribed area of learning by the time they reach five years of age.

Personal and social development

11. Children attain standards appropriate for their age at the end of their time in reception and make sound progress compared with their attainment on entry to school.
12. They relate well to other children overall, and with the adults with whom they work. Children share equipment amicably and wait patiently for their turn in games. They co-operate well with others for example in role-play situations and as they complete puzzles.
13. Children treat equipment such as puzzles with care demonstrating concern when pieces are found to be missing. They apply themselves well to tasks and games working with adult support and independently demonstrating levels of concentration that are appropriate to their age. They are generally attentive in more structured learning situations but occasionally become restless and lose concentration when required to sit for too long awaiting a turn in an activity.
14. The quality of teaching is satisfactory. Opportunities for children's development in this area are soundly planned. Teaching and support staff explain activities clearly and intervene constructively and sensitively in order to foster children's capacities for personal development.

Language and literacy

15. Children's standards in language and literacy are similar to those found in five year olds nationally and progress is sound.
16. Children listen well to adults in whole-class or group situations. Most respond appropriately to questions about stories they hear and join in with familiar rhymes and phrases. Children talk willingly about events that take place outside school and some incorporate detail into their explanations. Children develop their capacity for conversational language through role-play in the 'home corner' and incidentally as they work and play together. Children enjoy books. The youngest get pleasure from pictures, understand the significance of print and can identify some initial letters by sound and sight. Some of the older children predict what might happen next in stories. They begin to recognise simple words and phrases in reading books and around the classroom. Children develop an appreciation of the different purposes of writing in relation to role-play, where on some occasions they write appointments for doctors' or vets' surgeries. At the time of the inspection there were no such opportunities for early writing activities. As they

progress, older children begin to form letters correctly and write simple phrases related to events in the recent past and familiar stories, under guidance from an adult.

17. The quality of teaching is satisfactory. Teaching and support staff plan well and question children effectively to take their learning forward in manageable stages. They have a sound understanding of the needs of young children and achieve good behaviour through a combination of praise, encouragement and censure. Staff make satisfactory use of resources except for regular opportunities for simulated writing and the book-corner which is rather uninviting. Also computers are underused to support work in this area.

Mathematics

18. Children's standards in mathematics at the age of five are similar to those found in the majority of schools and progress is sound.
19. The youngest children begin to make comparisons of size and are able to sequence classmates in a group using mathematical comparative language such as 'shorter' and 'taller'. They join in with counting rhymes and use positional vocabulary of 'over' and 'under' in the story of the 'Three Billy Goats Gruff'. As they progress, so their capacity for building complex sequences increases commensurately. Children recognise and recreate patterns using beads and blocks and sort objects according to size and colour. They recognise and copy single figures, count forward and backwards to ten and some of the older children undertake simple addition sums. Children develop an awareness of size and quantity through sand and water activities, but have too few opportunities to encounter and use numbers incidentally in their play.
20. Teaching is satisfactory overall. Lessons are planned to take account of what might have been learnt previously. The class teacher explains activities clearly and organises resources and the work of support staff effectively.
21. Staff provide sound guidance and support as pupils work but occasionally expect the youngest children to sit for an inappropriately long time inactive, awaiting their turn in a game. The use of resources is sound with the exception of computers which are not used to support this area. Also opportunities for pupils to work with numbers in their play are underemphasised.

Knowledge and understanding of the world

22. Children's attainment is as expected for their age in this area and progress is sound.
23. In whole-class situations children talk about recent experiences in terms of 'yesterday' and anticipate forthcoming events as happening 'tomorrow'. They examine fruit and vegetables together with Year 1 pupils and are able to identify seeds, stems, pips and stones with help. Children develop a sense of place from a guided walk around the school grounds from which a class map is drawn indicating the main features such as the playground and field. They consider different types of houses and together with Year 1 pupils broaden their vocabulary to include words such as 'bungalow', 'drive' and 'detached'. The use of technology such as tape recorders and computers to support learning is underemphasised.
24. The quality of teaching is satisfactory overall. Activities are well planned and prepared. Effective use is made of resources such as pictures and visual aids. The class teacher makes good use of additional adult support. She explains tasks clearly and assists children well as they work.

Creative development

25. Standards are similar to those found in children of five years of age and progress is sound.
26. Through role-play in the 'home corner' children effectively develop their imagination. At various times in the school year this area is transformed into surgeries for doctors and vets. Children know the names of different colours and use paint creatively to produce pictures and prints from leaves, for example. They make wheeled vehicles from reclaimed materials. Children listen to music and make musical instruments of their own, also from reclaimed materials. They join enthusiastically in singing familiar songs and nursery rhymes incorporating the appropriate actions where necessary.
27. There was insufficient direct teaching observed to enable a judgement on teaching to be made. Provision for children's development in this area is satisfactory.

Physical development

28. Children attain average standards by the age of five and make sound progress during their time in reception.
29. Children use tools such as pencils, scissors, paintbrushes and glue sticks with increasing confidence and dexterity as they pass through reception. They cut carefully and with good co-ordination whilst working in other areas of learning such as mathematics and creative development. Children become increasingly skilful in activities such as completing puzzles or threading beads in sequence onto laces. They make models from commercially produced construction kits demonstrating sound manipulative skills. Children move around the classroom sensibly with an awareness of others and dress and undress themselves in preparation for physical activity. In physical education lessons, which they share with Year 1 pupils, reception children run in various directions and in a variety of ways. They throw and catch balls and hoops with increasing agility but have insufficient opportunity to practise movements such as climbing and balancing regularly.
30. There was insufficient evidence of direct teaching in this area to make a judgement on teaching overall. Children's development of climbing, jumping and balancing skills are constrained by adherence to the school's physical education timetable, and lack of appropriate equipment and time for them to practise regularly and frequently.

ENGLISH, MATHEMATICS AND SCIENCE

English

31. The Key Stage 1 1998 national test results in English showed the proportion of pupils which attained the expected Level 2 was broadly in line with the national average in reading and very high in writing. The percentage of pupils attaining the higher Level 3 was well below the national average in reading but very high in writing. The test results for 1999 indicate a fall in reading and writing standards. Attainment is still above the national average in writing but below in reading. In both subjects there was a greater proportion of pupils attaining the higher Level 3.

32. At Key Stage 2 1998 test results indicated a well above average number of pupils achieving the expected Level 4 but no pupils attained the higher Level 5. The 1999 test results showed an improvement on those for 1998 with one half of the pupils attaining the higher Level 5.
33. Test results change considerably with variations in the number of pupils taking the test each year.
34. Inspection evidence indicates that pupils currently nearing the end of Key Stage 1 and Key Stage 2 attain average standards and make sound progress as they pass through the school. This is similar to the position at the time of the last inspection. Pupils with special educational needs are well supported and as a result make good progress.
35. In speaking and listening standards are in line with those found nationally at the ages of seven and 11, with a greater emphasis on listening than speaking. At the end of Key Stage 1 pupils listen attentively in lessons to instructions, stories and poems and respond appropriately when required to do so. They speak about their own experiences to adults and other pupils and incorporate detail to aid understanding. At the end of Key Stage 2 pupils listen to more sophisticated stories and talk with increasing confidence and attention to detail. There are insufficient planned opportunities for pupils to discuss ideas in small groups however, which limits their attainment.
36. Progress in speaking and listening is sound. The youngest pupils in Year 1 listen attentively to stories and join in enthusiastically with familiar rhymes and phrases. They talk about recent events and as they progress they incorporate greater detail into their explanations. Pupils build on their skills satisfactorily throughout Key Stage 2 where they listen for longer periods to more sophisticated texts and more complex teacher explanations in lessons. They respond to teachers' questions in increasing detail and discuss tasks incidentally with partners or in groups as they work, in subjects such as science, history and geography.
37. Standards in reading are in line with national expectations at the end of both key stages and pupils make sound progress. Pupils nearing the end of Key Stage 1 read accurately from a range of texts within the reading scheme. They use a variety of strategies for establishing meaning and employ their knowledge of letter sounds effectively to work out unfamiliar words. Pupils know the difference between fiction and non-fiction and understand the purpose of contents and indexes. At the end of Key Stage 2 pupils read from a greater range of texts. They talk about the plot and characters and a few express preferences for particular authors. Pupils know how to use contents and indexes to find information and use these skills effectively in subjects such as science and geography.
38. In Year 1 pupils build successfully on early reading skills acquired in reception. They begin to recognise words and phrases in simple text from the reading scheme and use their knowledge of letter sounds and the alphabet to help with more difficult words. As they pass through the key stage they develop their skills effectively. Pupils are able to distinguish the difference between similar groups of letters such as 'ick' and 'ock' and add initial letters to make these into words. Throughout Key Stage 2 pupils read increasingly difficult texts independently and apply their skills and alphabetical knowledge to reference work in connection with other subjects. They explore the main features of characters from books such as 'The Secret Garden' and can identify the relevant descriptive words and phrases.
39. Standards in writing for the majority of pupils are average at the end of both key stages and

some pupils achieve beyond this. Pupils make sound progress as they pass through the school. The oldest pupils at Key Stage 1 write in a variety of forms such as letters of invitation, imaginative stories such as that related to 'Magic Beans', description of characters, recounting recent events and familiar stories. They sequence sentences and most use simple punctuation accurately. A minority incorporate speech marks and question marks into their writing. The spelling of simple words is usually accurate and handwriting is clear and well formed. At the end of Key Stage 2 pupils write widely for a greater range of purposes and with a sense of audience; for example they compare their own school with that of 'The Demon Headmaster', outline the qualities required in a good friend and write a letter from 'Goldilocks' regarding the incident at the home of the three bears. Poetry however, is under-emphasised. Pupils' spelling is usually accurate and handwriting fluent and joined. Pupils use punctuation and simple grammatical structure correctly except for paragraphs, which are underused.

40. Pupils build on their writing skills progressively as they pass through the school. The youngest pupils at Key Stage 1 begin to form letters and words correctly with assistance. They write simple phrases relating recent events and retelling familiar stories such as 'The Little Red Hen' but opportunities for freer writing are under-emphasised. Pupils' skills develop commensurate with their age. Writing becomes better formed and spelling increasingly accurate as they progress into Key Stage 2. Here pupils learn how to make sensible sentences by changing tense and are familiar with parts of speech such as verbs and adjectives. They write for a greater range of purposes and choose language for effect.
41. Pupils use their literacy skills widely in connection with other subjects such as science, history and geography. This is a strong feature of the English curriculum; for example pupils write accounts of visits to places of interest in connection with history and in geography describe a residential visit to Derbyshire.
42. Pupils' attitudes to English are good. Most are attentive in lessons and settle to work quickly. They apply themselves conscientiously to tasks and the majority concentrate well. Pupils relate constructively to adults and to one another and work co-operatively.
43. The quality of teaching is good overall. It is never less than satisfactory. It is good in one lesson out of two and in one lesson in three it is very good. This is an improvement on the situation at the time of the last inspection when teaching was judged to be at least sound and often good. The same teacher, who is also the subject co-ordinator, teaches literacy to the two classes of the oldest pupils.
44. Teachers use the national literacy framework as a basis for their planning. The quality of short-term planning varies between classes but is sound overall. In the best lessons planning is detailed. It identifies clear targets for learning and includes methods for assessing whether objectives have been met. Teachers have a good understanding of the subject. They explain tasks clearly, read expressively and use questioning well to build on pupils' previous knowledge and to take learning further. Teachers mark work regularly but many comments reflect the appearance of the work rather than its content. As at the time of the last inspection, marking seldom identifies areas for development. Teachers effectively use resources and support staff. They make good use of homework to supplement that which is learnt in the classroom.
45. The school assures continuity and progression in the English curriculum through adoption of the national literacy strategy, which influences planning at every level. Frequent assessments are made of pupils' learning but the results of these assessments are insufficiently used to plan future learning. Resources are good and are used well. The development of the entrance foyer

into a library area is an imaginative and beneficial initiative. The quality of reference books has improved considerably since the school was last inspected. Visits to local theatres and to dramatic productions at local secondary schools effectively enhance the curriculum.

Mathematics

46. In the 1998 National Curriculum tests at Key Stage 1 the percentage of pupils reaching the expected Level 2 was very high in comparison to national averages, whilst those reaching Level 3 were below the national averages. At Key Stage 2 the numbers of pupils reaching the expected Level 4 were well above the national averages and those reaching Level 5 were close to that found nationally.
47. Similar levels were achieved in the 1999 tests for Key Stage 1 and Key Stage 2 but a greater proportion of pupils attained the higher Levels 3 and 5 at each key stage respectively.
48. Inspection evidence confirms that pupils' attainment is average at the end of both key stages and some pupils achieve beyond this. Pupils make sound progress. Those pupils with special educational needs make good progress towards their individual targets. Standards of attainment are similar to when the school was last inspected.
49. By the end of Key Stage 1, pupils recognise odd and even numbers and many can use mental recall of two, three, four, five and ten times tables in multiplication and division problems. Most pupils understand place value and can work out sums involving addition and subtraction without carrying. They are able to sort a range of three-dimensional shapes in different ways, for example, into cylinders and spheres, and describe them accurately. Pupils gather and record information such as their favourite games and present their results as block graphs. Higher attaining pupils can interpret their findings. In fractions pupils have practical experience of sorting into equal parts. They know that one quarter of 12 is three and one half of 12 is six. Pupils explore the symmetry of shapes using a mirror, and can draw a line of symmetry. They recognise right angles and understand that all angles are measures of turn.
50. Progress through Key Stage 1 is satisfactory overall. Skills in mental mathematics are constantly practised and many pupils show increasing confidence and fluency in their ability to calculate mentally. In one lesson pupils effectively used their knowledge of 'double' numbers, for example nine plus nine, six plus six, to develop 'near doubles' such as nine plus eight, five plus six to help in working out addition. Pupils develop a wider mathematical vocabulary and greater understanding of symbols. Pupils confidently use 'sum of' and 'plus' when talking about addition, and use symbols $<$ $>$ instead of 'greater than' and 'less than' when recording results. Pupils make satisfactory gains in their knowledge and understanding of number, shape, time and data handling.
51. By the end of Key Stage 2 the majority of pupils know their tables up to ten times ten and carry out calculations using these facts. Pupils have a satisfactory knowledge of two and three-dimensional shapes and confidently identify 'scalene' and 'isosceles' triangles. They work out the areas of shapes on the ground using appropriate scales. Pupils experience a wide variety of work in data handling. When recording and comparing the heights of pupils in three different classes, pupils appropriately use terms such as 'range' when interpreting results. They accurately use pie charts to show values of ingredients needed to make patio blocks. They add vulgar fractions, arrange them in order and find simple equivalent decimal and percentage fractions.

52. Progress through Key Stage 2 is satisfactory. Lower-attaining pupils are well supported and make good progress in relation to prior attainment. The emphasis the school now places upon daily mental mathematics activities has a positive impact on all pupils' knowledge of number facts and their developing number skills. However, insufficient opportunities for investigative and problem-solving activities, where pupils have to use and apply skills learned, limit progress especially for higher-attaining pupils.
53. The ways in which pupils record and present work contribute to the development of their literacy skills. Speaking and listening skills are developed very well through discussion, principally at the start and end of lessons. Mathematics supports other subjects. In geography, for example, pupils use data handling skills to produce and interpret graphs. In art pupils produce designs based on the principles of rotational symmetry. In design and technology pupils estimate and measure the size of doors and windows for their model houses. In history pupils use numeracy skills when they compare dates and the passing of time. When studying 'light' in science pupils produce graphs to show how well colours show up in the dark.
54. Pupils have positive attitudes towards mathematics and are keen to succeed. Most are willing to answer questions when being taught as a whole class. They enjoy practical activities where they are able to work co-operatively and share resources. Relationships between teachers and pupils are good and are a contributory factor to the sound, and sometimes good, progress pupils achieve in lessons.
55. The overall quality of teaching was satisfactory and in four out of ten lessons teaching was good. Teachers have a secure subject knowledge and understand the National Curriculum Programmes of Study well. Good use is made of teacher expertise to teach classes other than their own. However, classes contain a range of abilities and ages and not enough work is matched closely enough to what pupils know, understand and can do. As a result planning does not regularly address the needs of pupils of differing ages and abilities. This stops many otherwise satisfactory and good lessons from being better. Homework is used satisfactorily to consolidate skills and understanding gained in class.
56. There is a useful policy but the school does not have a detailed school based scheme of work to guide teachers in systematically developing skills and understanding. Assessment procedures are satisfactory, but the systematic use of assessment information to inform planning and develop future programmes of work is underdeveloped. The resources available are of satisfactory quality and are accessible to pupils. During the time of the inspection little use was made of information technology to support learning.

Science

57. The results of the 1998 teachers' assessments indicate that at the end of Key Stage 1 pupils' levels of attainment are above average at the expected Level 2, with the proportion attaining the higher Level 3 being broadly in line with that found nationally. On the basis of tests at the end of Key Stage 2 pupils' attainment at the expected Level 4 is well above the national average, but well below in the proportion attaining the higher Level 5.
58. Teacher assessments for 1999 at Key Stage 1 and test results at Key Stage 2 indicate that a greater proportion of pupils at both key stages attained the higher Levels 3 and 5 respectively than in the previous year.
59. Differences in the number of pupils taking the tests each year in such a small school can

significantly affect results causing wide variations in the proportion attaining the national average each year.

60. Pupils currently in Years 2 and 6 attain standards that are similar to those found nationally. They make sound progress. Attainment is similar to that when the school was last inspected. Pupils now build effectively on the skills of investigation, which the last inspection highlighted as receiving insufficient attention. Whilst special educational needs pupils' individual education programmes contain no specific targets for science, these pupils make good progress due to the assistance they receive with basic skills of reading and writing.
61. Older pupils at Key Stage 1 develop investigational skills successfully. They plan and carry out investigations to find out what a snail likes to eat. Pupils predict the outcomes of their experiments and record the accuracy of their predictions. In work on the five senses they use varieties of crisps to devise taste and smell tests, and record their results accurately on charts.
62. Pupils make sound progress as they pass through the key stage. The younger pupils are able to classify and group 'living' and 'non living' objects. They begin to identify the criteria for classifying creatures as mammals. Pupils draw diagrams of flowering plants and label the 'stem' and the 'root' with increasing care and accuracy.
63. By the end of Key Stage 2 pupils categorise the content of foods as 'carbohydrates', 'protein', 'vitamin' and 'mineral' and can draw up a 'balanced diet'. They identify energy inputs from different foods, and recognise some common food 'allergies'. Pupils have a better understanding of the need for 'fair testing'. This was illustrated by the oldest pupils who, in planning an investigation to answer the question "Do plants grow equally well in different substances?", realised the need to keep all aspects the same, apart from changing the growing medium.
64. Pupils build progressively on their skills at Key Stage 2. They conduct experiments to show weight changes of a burning candle and use line graphs to record their findings. In studying the animal kingdom they can classify groups of animal as 'vertebrates' and 'invertebrates'. They are able to construct a 'food chain'. Pupils develop a wider variety of ways of recording their findings. Scientific vocabulary is used more widely and confidently. Pupils at both key stages make effective use of literacy skills in discussing and recording the results of their efforts, and use numeracy skills in measuring and tabulating results.
65. Pupils are enthusiastic, curious, and very interested in science especially in investigative work. They listen to their teachers but are eager to begin investigations. They work well with partners and in groups and readily share ideas and equipment. Good behaviour and attitudes and an ability to follow instructions, have a positive impact on standards.
66. The quality of teaching was satisfactory overall and in one half of lessons it was good. This is an improvement since the school was last inspected when the quality of teaching was reported to be sound...and sometimes good. Teachers have a satisfactory understanding of the subject. They take time to explain things clearly and offer constructive guidance to move learning forward. Suitable resources are provided and good control and management skills enable teachers to make full use of the time available for learning. In a lesson with some of the youngest pupils, a tempting array of fruit fired pupils' enthusiasm. They identified the fruit and found a range of seeds, pips and stones which they matched to the host fruit. Lots of lively discussion and purposeful handling and recording was well managed by the teacher and her adult support, and learning situations created during the session were well exploited largely

through skilful questioning.

67. The school policy and scheme of work provide effective guidance for staff. The co-ordinator provides satisfactory support for teachers and monitors medium-term planning. The previous report stated that 'there is an insufficient allocation of time for science'. This problem has been addressed effectively. Resources are satisfactory and are used well.

OTHER SUBJECTS OR COURSES

Information technology

68. Standards in information technology are below national expectations and pupils make unsatisfactory progress. This is not as good as at the time of the last inspection when standards were reported to be above average.
69. Computers were underused during the period of the inspection and there was little retained evidence on which to base judgements. From scrutiny of the school's planning, examination of small amounts of past work, observation of individual pupils working on computers, discussion with staff and pupils, it is apparent that information technology receives too little emphasis within the curriculum overall.
70. Pupils communicate ideas using pictures and text. They know how to change the appearance of their work and how to save that which they have created. Older pupils write poems related to their first day back at school after the summer break. Some are competent in the use of keyboard and 'mouse' but others need the support of an adult with such elementary functions as deleting text. The oldest pupils gather information from computer programs to support work undertaken in geography, history and science. Some use menus and icons confidently, having similar programs at home, and assist pupils who are less proficient. The range of applications for which computers are used, however, is limited.
71. Pupils clearly enjoy working with computers. They concentrate well and co-operate effectively with others when the need arises.
72. There was insufficient evidence on which to make a judgement on teaching. Where individual pupils were supported by classroom assistants the quality of advice and guidance was sound. From discussion with staff, teachers have limited expertise in the subject which restricts their capacity to teach it effectively. The co-ordinator is relatively new to her role and has little opportunity to monitor and support the subject in all classes. Several of the computers are old and in need of replacement. Pupils have insufficient opportunity to use computers consistently or regularly enough to become competent.
73. The school is aware of deficiencies in information technology and has incorporated targets for improvement into the school development plan.

Art

74. The standards of work are as expected for the ages of the pupils and progress is sound. Attainment is broadly in line with that at the time of the previous inspection. Only one lesson in art was timetabled during the period of inspection. Judgements are based on this lesson, discussion with teachers and pupils, scrutiny of displays of pupils' work around school and of records and examples of previous work.

75. At Key Stage 1, pupils explore a range of materials and techniques including painting, print making, collage, sculpture and drawing. They learn to recognise, name and use primary colours, and experiment with colour mixing. They develop a good sense of pattern as for example when using collage to make visual representations of numbers.
76. Pupils experiment to show different qualities of line and tone and many are able to produce observational drawings revealing clear detail. Print making using relief patterns cut out from a variety of fruits and vegetables revealed careful application and a range of colourful repeating and abstract patterns.
77. Key Stage 2 pupils examine techniques of famous artists such as David Hockney, and paint their own pictures in similar styles. Pupils experiment with colour wheels to mix the precise shades required. Both self-portraits and those of friends, revealed a developing awareness of proportion, light and shadow.
78. Pupils make satisfactory progress at both key stages, including those with special educational needs who make sound progress within mixed ability groups. From early in Key Stage 1, pupils make effective use of sketchbooks to collect art ideas and to practise techniques. These remain with pupils through the school and provide a useful record of progress.
79. It is not possible to make a secure judgement on the quality of teaching overall on one lesson observed. However, the knowledgeable and enthusiastic co-ordinator has produced a detailed scheme of work that covers all essential skills and provides good guidance to teachers in what should be taught and when. Teachers value the work of their pupils. This is reflected in the portfolios of work collected by the school, by the displays, and by the various opportunities teachers provide for pupils to participate in competitions, and in community projects, such as that for the Gainsborough Riverside Regeneration Project.

Design and technology

80. There were no design and technology lessons taught during the period of the inspection. However, examination of teachers' planning, interviews with pupils and scrutiny of previous work show that an appropriate curriculum is followed. They also indicate that pupils attain standards expected for their age and that they make sound progress. Attainment is similar to that at the time of the last inspection.
81. Key Stage 1 pupils use a variety of materials to construct models. Work on making a vehicle to carry something they found in the classroom shows pupils choosing from a range of materials and putting them together using appropriate joining techniques. Pupils have experience of simple food technology. They research recipes and use measured ingredients to make and shape gingerbread men. Work on mechanisms enabled pupils to make a model spider move up and down. These activities effectively support studies in literacy on traditional stories and nursery rhymes.
82. At Key Stage 2 pupils experience a range of activities that develop their understanding of the designing and making processes. They create models of endangered species of animals using paper maché and/or clay to support work done in geography. Pupils draw designs for houses and use recycled materials to construct realistic models. Pupils are encouraged to evaluate products and offer suggestions for improvement. Work in history, literacy and numeracy is well supported by pupils designing, measuring and making costumes and props for dramatic

productions such as 'Queen Beryl and the Romans' and 'Alice in Wonderland'. Pupils design and construct folding-out books, with their own words and pictures, to illustrate stories experienced during literacy hour such as 'Not Now Bernard!'.

83. Through collaborative projects pupils extend and share ideas, and look for ways of improving their finished products. Discussion with pupils about their work revealed an obvious enthusiasm for the subject.

Geography and history

84. Standards in both subjects are as expected for the age of the pupils but their progress over time is unsatisfactory. Attainment is broadly similar to that at the time of the last inspection.
85. In geography at Key Stage 1 the youngest pupils consider the effect of weather on people. They express preferences for different types of weather and identify which is most suitable for particular activities. Pupils talk about the clothing that is needed in rainy and sunny conditions and are able to use symbols appropriately on a weather chart. They explore the school grounds and contribute ideas for a map showing the main features. Older pupils at Key Stage 2 consider in greater detail climate and weather. A few know the significance of the equator and that the position of the sun in relation to the earth affects climate but for several this concept is too difficult. On other occasions pupils identify countries on a world map in connection with topical stories in newspapers. The oldest pupils make good use of their literacy skills in finding information on climactic conditions and in writing detailed comparisons between their own village and that of a village in Derbyshire, following a residential visit.
86. In history the youngest pupils compare photographs of houses and consider similarities and differences. Older pupils at Key Stage 1 and all pupils at Key Stage 2 learn at exactly the same level in relation to their project on Ancient Egypt. They are able to suggest reasons why the Nile was important to the inhabitants of Ancient Egypt. Pupils know that the river facilitated trade and provided irrigation for crops and pastureland for cattle. They understand that the clay from the riverbanks was used for building and that reeds from the fringes of the river were used to make boats and paper. At other times in the school year pupils study the Tudors. As with geography, pupils make good use of their literacy skills for example, in writing about Francis Drake and the invasion of the Spanish Armada as a newspaper article and from the point of view of a sailor 'on watch' in the English navy. In addition pupils write accounts of visits to places of historical interest such as Gainsborough Old Hall and the village of Eyam in Derbyshire.
87. Pupils appear interested in both subjects. Overall they are attentive in lessons but are inclined to lose interest and become restless when teachers talk for too long or the content of the lesson is inappropriate. Pupils settle to work quickly and most apply themselves well to the tasks that are set. They are resourceful in finding information when they are given opportunity to do so.
88. Teaching is satisfactory overall with some unsatisfactory elements. In the best practice teachers plan thoroughly, explain clearly and question pupils to good effect. Teaching is unsatisfactory when teachers' explanations are too lengthy and expectations of pupils are inappropriate.
89. A strength of the geography and history provision is the effective use that is made of educational visits to provide an additional dimension to learning. Weaknesses lie in the fact that learning is not organised to ensure that pupils build on knowledge and skills progressively, and in the use that is made of artefacts to foster skills of enquiry.

Music

90. Only one music lesson was observed during the period of the inspection and there was insufficient evidence of past work for a judgement to be made on pupils' attainment overall.
91. In the one lesson observed pupils practised songs for a Harvest Thanksgiving service at a level appropriate to their age. They are able to clap to a rhythm and most are able to clap in time with the music. The majority sing tunefully with appropriate attention given to dynamics and the importance of a 'pause'. Phrasing is clear and diction satisfactory. Pupils have opportunity to sing in the company of others in assembly and to perform to an audience in concerts for parents. Pupils are made aware of the music of different composers during assemblies but are given insufficient opportunity to appraise and evaluate their work. A small number of pupils learn to play the violin with a visiting teacher and several learn the recorder as an extra-curricular activity.
92. Most pupils take part in music willingly if not enthusiastically. The majority were attentive in the one lesson observed and made a satisfactory effort to improve their performance.
93. There was insufficient teaching observed to judge the quality of teaching overall. Features of teaching in the one lesson observed included good subject knowledge and expertise, sound guidance and instruction and satisfactory management of pupils.

Physical education

94. During the inspection it was only possible to see one lesson in physical education which was a games lessons at Key Stage 2. In those elements observed most pupils attain the level expected of their age group and make sound progress.
95. Pupils appreciate the importance of 'warm-up' and 'warm-down' during practical activity. Work in group situations reveals good levels of co-operation and awareness of space. Pupils display suitable ball control skills when dribbling with many able to use both feet. Many demonstrate sound technique when sending and receiving passes with their hands. Pupils gain good standards of swimming and all pupils who leave school are able to swim the expected distance with many having a good understanding of water safety.
96. Pupils respond well in lessons. They dress appropriately, and show consideration and support for others. Good behaviour and positive attitudes contribute to the standards and progress achieved.
97. Insufficient lessons were seen to make a judgement on the quality of teaching overall. The school has a clear policy for physical education, but lacks a detailed scheme of work that covers all skills and provides guidance to teachers as to what should be taught and when.

PART C: INSPECTION DATA

Summary of inspection evidence

98. A team of three inspectors, including a lay inspector, carried out the inspection of Blyton Church of England Primary School. Inspectors spent a total of seven days in school. School documentation and the previous inspection report and related action plan were examined. Twenty six lessons or parts of lessons were seen, and assemblies, registrations and special needs sessions were observed. Interviews with the school staff and governors were conducted, and discussions held with individual and groups of pupils. A representative sample of pupils' work was scrutinised and selected pupils were heard to read. The views of parents were gathered by means of a questionnaire and from a meeting arranged prior to the inspection.
99. Religious education and collective worship are to be inspected by the Diocese of Lincoln on another occasion.

DATA AND INDICATORS

100. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	84	1	11	5

Teachers and classes

101. Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	3.6
Number of pupils per qualified teacher	22.79

102. Education support staff (YR - Y6)

Total number of education support staff	3
Total aggregate hours worked each week	39.5

103. Primary and nursery school

Average class size:	28.3
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104. **Financial data**

Financial year:

1997/98

	£
Total income	140,890.00
Total expenditure	141,986.00
Expenditure per pupils	1,774.82
Balance brought forward from previous year	5,310.00
Balance carried forward to next year	4,214.00

105. **PARENTAL SURVEY**

Number of questionnaires sent out:

68

Number of questionnaires returned:

27

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	33	59	0	4	4
I would find it easy to approach the school with questions or problems to do with my child(ren)	41	56	0	0	4
The school handles complaints from parents well	26	44	15	7	4
The school gives me a clear understanding of what is taught	19	52	15	7	7
The school keeps me well informed about my child(ren)'s progress	37	41	11	7	4
The school enables my child(ren) to achieve a good standard of work	33	59	4	4	0
The school encourages children to get involved in more than just their daily lessons	37	52	7	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	30	63	4	4	0
The school's values and attitudes have a positive effect on my child(ren)	48	48	0	4	0
The school achieves high standards of good behaviour	44	52	4	0	0
My child(ren) like(s) school	41	52	4	0	4