

INSPECTION REPORT

PRESTBURY ST. MARY'S C. E. JUNIOR SCHOOL

Prestbury, Cheltenham

LEA area: Gloucestershire

Unique reference number: 115696

Headteacher: Mr. Peter Vaus

Reporting inspector: Ms. Ruth Frith
2490

Dates of inspection: 15th – 17th February 2000

Inspection number: 188603

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Aided
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Bouncers Lane Prestbury Cheltenham Gloucestershire
Postcode:	GL52 5JB
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev. Canon Stephen Gregory
Date of previous inspection:	22nd April 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Prestbury St. Mary's C. E. Junior School is a voluntary aided school, which provides education for both sexes, and all abilities from age 7 to 11 years. There are 254 pupils, the majority of whom come from the established housing estates nearby in Prestbury. Since the last inspection, an increasing number of children live in social housing although the number of pupils receiving free school meals remains below the national average. There is also an increasing number of pupils in the school who have been identified as having special educational needs. Currently, the percentage of these pupils, and the percentage of pupils who have a statement of special educational need, is above the national average. Pupils' records and the results of their end of Key Stage 1 National Curriculum tests indicate that attainment on entry to school is above average in reading and writing and average in mathematics. The ethnic background of the pupils is mainly white and this reflects the local population. Two pupils have English as an additional language but require no additional support. Over the last two years there have been considerable changes in teaching staff following a long period of stability.

HOW GOOD THE SCHOOL IS

Prestbury St. Mary's C. E. Junior is a very effective school. It achieves well above average standards when compared with all schools nationally and makes good provision for pupils with special educational needs. The quality of teaching is very good and encourages the pupils to work hard. The leadership and management of the school are also very good and manifest themselves in a strong commitment to raising standards whilst also offering a broad and interesting curriculum. The school provides very good value for money.

What the school does well

- Results in national tests for pupils at the end of their last year in school are well above average.
- Literacy and numeracy are well established within a broad, rich curriculum that extends to out of school activities.
- Teaching is very good and staff are constantly striving to improve further.
- Staff care for the pupils and have a good understanding of their academic and social development.
- The pupils have very good attitudes to learning and this makes a positive contribution to the progress which they make.
- The pupils behave well and get on well with each other.
- The very positive ethos of the school is supported by a planned programme of activities which successfully develop pupils' spiritual, moral, social and cultural development.
- Management and leadership of the school are very good. The headteacher, staff and governors are strongly committed to the raising of standards and to continual improvement. This is supported by a detailed analysis of pupils' performance and areas for development are clearly identified in the school improvement plan.
- Parents support the school and are pleased with the education it provides.

What could be improved

- Parents should receive more information about the curriculum, their child's progress and homework. The homework provided should place increasing demands on pupils as they get older and prepare them for the expectations of homework at secondary school.
- The pupils' annual reports do not clearly indicate what they can do or how they can improve their work.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in April 1996 found Prestbury St. Mary's to be a very good school. Since then, the school has successfully addressed the issues identified in the inspection report and continued to improve in many areas. Standards have been maintained in English and science and improved in mathematics and information communication technology. Through a programme of training in information communication technology, teachers' knowledge and expertise have advanced and led to them having higher expectations of what pupils can achieve. Also, the provision of a computer suite has increased opportunities for pupils to develop their skills. There is closer liaison with the Infant School and improved planning and teaching, particularly in Year 3. The School Improvement Plan has been a major development and all staff and governors have been involved. Data is more thoroughly analysed and teaching and the curriculum closely monitored and evaluated. Information gained from these activities is used effectively to set realistic targets for improvement. The school has the staff and the expertise to build on these successes and continue to improve.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	A	A
Mathematics	A	A	A	C
Science	A	A	A	B

Key

well above average A
 above average B
 average C
 below average D
 well below average E

These results show that the performance of pupils in English, mathematics and science was well above the national average in 1999. The percentage of pupils achieving the higher Level 5 in these three subjects was also well above average. Standards have been maintained in English, mathematics and science from the previous year and since the previous inspection there has been an improvement in mathematics. Over the past four years improvement in all three subjects has been broadly in line with the national trend. The standards, when compared with schools with pupils of a similar background, indicate a predicted lower result in mathematics. This is accounted for by staff changes which particularly affected average attaining pupils. Staffing issues have now been resolved and the introduction of strategies for improvement, such as shared planning which takes note of the pupils' weaker areas of understanding, an increase in staffing, and the introduction of booster classes have proved successful. The school continues to improve in line with national trends from a higher than average base. Evidence from this inspection confirms that all pupils, including those with special educational needs, continue to make good gains in their learning and achieve as well as they can. The school has set realistic targets for those pupils currently in Year 6, 27 per cent of whom are identified as having special educational needs. It has already achieved the government targets for the Year 2002 in English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are interested in what they do and keen to talk about their work. They are proud of their achievements and try to do their best.
Behaviour, in and out of classrooms	Very good throughout the school. A few pupils who are identified as having emotional and behavioural difficulties are well managed by the staff and generally behave well.
Personal development and relationships	Very good. Pupils develop in confidence as they progress through the school and become increasingly more responsible. The very good relationships within the school help to create a safe and stimulating learning environment.
Attendance	Very good – well above the national average. Lessons start promptly and no time is wasted.

The pupils' very good behaviour, relationships and personal development are quickly developed when they enter school and provide a good basis for their learning. This is a result of the high expectations placed upon them by staff. The pupils' attitudes and values remain strong features of the school.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Very good

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

The quality of teaching is very good in 56 per cent of lessons, good in 33 per cent and satisfactory in 11 per cent. This represents an improvement in teaching since the last inspection. Teachers are confident, have good subject knowledge and show enthusiasm for teaching which acts as a motivating force for the pupils' learning. A particular strength is the effective teamwork which operates both between, and across, year groups. Staff are constantly talking about how they can develop their teaching; are keen to take up the ideas of others and use these successfully in their planning. Learning objectives are clear and shared with the pupils so that they know what they are expected to learn. Teachers manage pupils very well and have high expectations of work and behaviour. Consequently, no time is wasted and pupils try hard to do their best. When questioned, pupils are keen to answer and put forward their own points of view. This activity often seems exciting as teachers increase the amount of intellectual challenge to develop pupils' knowledge and understanding and ensure that all are working at a good pace. The comments made to pupils and the use of marking, for example, in their English books raises pupils' self-esteem and gives them a clear idea about how they can improve. Literacy and numeracy skills are well taught both in identified sessions and across other subjects. The school meets the needs of all by challenging the higher attaining pupils and by giving effective support to those who have special educational needs, so that they too are working as well as they can. Teachers are less effective in the way they set work for pupils to do at home. There are some examples of this work building on, and extending that which is learnt in school but generally, provision for homework is inconsistent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is well planned and provides a rich educational experience for all pupils. Extra-curricular opportunities are wide-ranging and well supported.
Provision for pupils with special educational needs	Pupils with special educational needs receive good specialist support and generally progress well towards the targets set in their individual education plans.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Provision for personal development through the promotion of spiritual awareness, knowledge of social and moral responsibilities, and the experience of wide-ranging cultural activities is very good.
How well the school cares for its pupils	Staff display very good knowledge and understanding of their pupils and make good provision for their welfare, health and safety.

The headteacher, staff and governors are keen to ensure that pupils experience a rich and varied curriculum as well as successfully meeting the requirements of the National Curriculum and other national initiatives. This is achieved by good planning and the provision of a range of activities that include clubs, instrumental tuition, music, singing, competitive sports, day and residential visits.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership and management of the school play a key role in the promotion of high and improving standards. The headteacher and governors are particularly effective in appointing new staff who build upon the good traditions of the school. The contribution by staff, especially the deputy headteacher, to the development of the School Improvement Plan is most effective. Staff work well as a team with a shared commitment to the ongoing process of self-review and the setting of targets for improvement.
How well the governors fulfil their responsibilities	The governors fulfil their roles well and, since the last inspection, are more involved in the identification of priorities for improvement. They support and work with staff effectively.
The school's evaluation of its performance	Very good in analysing the strengths and weaknesses of the school and in using data to decide what needs to be done next. The School Improvement Plan is a key tool in this process.
The strategic use of resources	The school manages and uses its resources well and priorities for development are appropriately financed. Correct tendering procedures are followed and staff and governors seek to obtain the best value for their spending.

Despite quite significant changes in staffing since the last inspection, the school has continued to improve and set itself more challenging targets. The headteacher's ability to recognise the strengths of his colleagues, develop their abilities and encourage their full involvement in the school is a key factor in the continuation of the high standards identified in the last inspection. The school achieves these high standards against a changing profile of pupils who increasingly are identified as having special educational needs. The quality of teaching results in pupils having very good attitudes to learning, behaviour and relationships and help to ensure that they progress as well as they can. The school provides very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children enjoy going to school• The behaviour of pupils is good.• Teaching is good.• The school expects children to work hard and to do their best.• Parents feel comfortable about approaching the school if they have a question or a problem.• The school's attitudes and values are having a positive effect on children and help them to become mature.	<ul style="list-style-type: none">• More information on how their child is getting on.• A more interesting range of extra-curricular activities.• A more consistent approach to the provision of homework.• Closer links between home and school.

Inspectors support the positive views held by parents and the regard they have for the school overall. They also agree with a significant minority of parents who would like the school to work more closely with them. Also, the provision of homework is inconsistent and parents do not receive sufficient information on how their children are getting on at school. Currently, insufficient information is given to parents to enable them to help their children with their learning and the pupils' annual reports lack specific targets for improvement. The inspection team does not concur with the views of some parents who think that the provision for extra-curricular activities is unsatisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Results in national tests for pupils at the end of their last year in school are well above average.

- 1 Against all schools nationally, Prestbury St. Mary's attained well above average standards in English, mathematics and science at the end of Key Stage 2 in 1999. This indicates that during a year which was characterised by significant changes in staffing, the school was able to maintain the high standards set the previous year. This reflects good management, which ensured that pupils continued to receive effective teaching and the hard work done by teachers in analysing pupils' strengths and weaknesses, and in identifying how pupils could improve. The number of pupils who achieved a level higher than that expected for their age was well above the national average in all three subjects and is further evidence of how pupils are fully challenged to give of their best.

- 2 When compared with similar schools, pupils attained well above standards in English, above average standards in science and average standards in mathematics. The school predicted that the mathematics results would be lower than English and science and has since adopted a range of strategies to ensure that this does not happen again. An analysis of the results indicated that one group of the average attaining pupils was more affected by the changes in staffing than other pupils. This has been resolved by the appointment of permanent teachers who plan together across year groups to ensure that clear learning objectives are identified and the tasks set are appropriate. A thorough analysis of the pupils' performance in the tests indicates weaker areas of performance and teachers have improved the teaching in these areas. This work has enabled teachers to focus their attention on areas that are likely to make a difference to pupils' levels of attainment.

Literacy and numeracy are well established within a broad, rich curriculum that extends to out of school activities.

- 3 The school has successfully implemented the literacy and numeracy strategies and the quality of teaching in these lessons is very good. Teachers have good subject knowledge and use the different sections of the sessions well to maintain pupils' interest and develop their learning. High standards in speaking and listening are seen throughout the school as pupils gain in confidence and are encouraged to put forward their views on a range of subjects. The high expectations of teachers ensure that pupils have to work hard to develop, and use, a wide range of vocabulary. This was observed in a literacy session when Year 6 pupils were instructed to '...move away from using clichés' and make their comments more original. The recent introduction of the numeracy lessons is already beginning to impact on pupils' attainment, particularly in mental calculations and pupils are quickly gaining in confidence and competence.

- 4 As well as recognising the need to provide pupils with a good grounding in literacy and numeracy, the school is keen to ensure that pupils experience a broad and rich curriculum, which stimulates their interests and encourages a desire for learning. Areas of the curriculum such as history are used effectively to develop literacy skills, for example, through their study of Britain Since 1930 and effective cross curricular links are made when Year 3 pupils study the Tudors, develop their knowledge and skills of portraiture and develop the 'Henry VIII Rap'. A planned programme of visits further develops pupils' interests, which extends their aesthetic and creative experiences and encourages them to respond positively to art, music and drama. The range of extra-curricular activities is wide and they are well supported. All teachers have some involvement in working with pupils out of formal school hours. This reflects a strong commitment to education in its broadest sense.

Teaching is very good and staff are constantly striving to improve further.

- 5 Teachers are conscientious, hard working and keen to improve their practice. They have high levels of expertise but make the most of opportunities to develop their skills through sharing expertise and experiences in school and attending courses. Good quality in-service training for literacy and numeracy has ensured that there is a consistency of approach and teachers feel confident with these new developments. The observation of teaching by colleagues, and the professional discussions which follow, ensure that good practice is recognised and valued, and teachers are clear about how they can improve further. Support staff are also fully involved and feel part of the school team. Their work contributes positively to the pupils' learning.
- 6 Teachers new to the school are impressed by the interview procedures where it '... was clear that the school knew what it wanted - a good classteacher - and people who could offer other interests and work within the team'. Once appointed, teachers quickly feel valued and fully involved in the school's development. They are placed in a year group with an established member of staff and introduced to the school's policies and expectations. Planning is shared across the year groups which reduces some of the work load and thus supports the development of self-esteem and confidence. Teachers say that the school is '..... a good place to work in'. Communication within the school is excellent and teachers feel able to ask for support and also put their own views forward. These factors result in a staff who are keen to do the best they can for the pupils and their colleagues.
- 7 The teachers' enthusiasm acts as a motivating force for learning and pupils respond well. Pupils show respect for their teachers and state that they 'are amusing'. This generates the notion that learning can be fun. There is a feeling in the school of both staff and pupils rising to a challenge within a safe learning environment. Following the last inspection, teachers worked hard to improve their expertise in information communication technology and this has resulted in improved standards. This challenge is reflected in the way Year 5 pupils' problem-solving skills are developed by the teacher presenting a further challenge half way through an information communication technology lesson. All pupils, including those with special educational needs, rise to the occasion and do as well as they can.

Staff care for the pupils and have a good understanding of their academic and social development.

- 8 Teachers and support staff know their pupils well and use this knowledge to plan appropriate work which builds on what pupils know, understand and can do. Formal systems are in place, which record pupils' attainment and progress, and these are used to challenge them in their learning. Pupils say that staff are approachable and understand them. They think '... they (teachers) help you with your problems, for example, falling out with friends', and also '...help you with your work in maths'. The latter was observed in a Year 5 numeracy lesson when pupils were encouraged to 'have a go' with challenging but appropriate activities, which the teacher had well matched to the variety of needs in the class. By the end of the lesson, all had made good gains in learning in relation to their prior attainment and had a satisfying sense of achievement. Teachers display by their responses that they like the children in their care and give of their own time freely. This results in pupils who feel valued and enjoy going to school.

The pupils have very good attitudes to learning and this makes a positive contribution to the progress which they make.

- 9 Pupils are well motivated and respond very well to the teachers and the activities provided. They are eager to improve their work and have pride in their achievements. Pupils listen well to each other, and to the teachers, and show by their answers and comments that they understand. Pupils in Year 6 are keen to read their poems to others in the class who comment sensitively and positively on the quality of the work. Pupils develop independence when they work on the computers in the classroom or in the computer suite. They show respect for the resources and understand the role of information communication technology across the curriculum. They solve problems and present information in a variety of ways. Pupils have a clear understanding of their own learning when, for example, pupils in Year 6 are invited to an extra reinforcing session in mathematics when the teacher assesses that all do not fully understand. Six pupils took up this opportunity and by the end of the lesson were confident about their work and the progress they had made. Throughout the school, pupils work well on their own and have the confidence to ask for help when they need it.

The pupils behave well and get on well with each other.

- 10 In classrooms, around the school and in the playground, the behaviour of pupils is very good. Pupils play harmoniously and when eating lunch, the behaviour and conversation contributes towards this being a happy and social occasion. An effective system is in place to deal with any issues of bullying and pupils believe that these are resolved appropriately. There is a very small minority of pupils with emotional and behavioural difficulties whose behaviour sometimes slips below the high standards of the school. Teachers use a range of effective strategies to deal with this and in the vast majority of cases these pupils behave well. The pupils' behaviour and good attitudes to learning at the beginning of morning and afternoon sessions results in no time being lost and lessons start promptly.

The very positive ethos of the school is supported by a planned programme of activities which successfully develop pupils' spiritual, moral, social and cultural development.

- 11 There is a very good ethos in the school and the community spirit is a strong feature. These aspects are built upon strong foundations of mutual respect, tolerance and equality of opportunity for all. Pupils are encouraged to reflect on their own feelings and emotions and record these in their writings. Their spiritual development is further enhanced by the high quality of assemblies, which contain a true act of collective worship and opportunity for reflection. When pupils sing together they do so with enjoyment and enthusiasm which results in a truly uplifting moment. The school looks outward to other cultures and societies and encourages pupils to appreciate their own culture through, for example, a study of Britain in the Tudor Period and the Twentieth Century. Teachers also place a high priority on ensuring that pupils become involved in a range of musical and artistic events.
- 12 The aims of the school are well met and the drive for high academic standards is effectively combined with other aspects of personal development. The pupils show respect and tolerance for others and become more responsible as they move up the school. Year 6 pupils spontaneously sort out minor problems in the playground, not as a formal duty, but as a responsibility they take upon themselves. Pupils can be trusted to work in groups without close supervision, for example, when using the computers at lunchtime. The school's expectations regarding good behaviour and courtesy towards others are clearly outlined by staff and demonstrated by their daily interactions with pupils. Formal systems of rewards are in place and these encourage pupils to give of their best.

The headteacher, staff and governors are strongly committed to the raising of standards and to continual improvement. This is supported by a detailed analysis of pupil performance and areas for development are clearly identified in the school improvement plan.

- 13 The headteacher has a clear vision of what he wants the school to be and central to this is the provision of high quality teaching to ensure good standards. He is also keen to ensure that pupils are well-rounded individuals, who are able to relate positively to each other and to a range of aesthetic and spiritual experiences. He is well supported in these views by staff and governors. The headteacher is very effective in appointing staff, recognising people's strengths and delegating responsibilities. He helps colleagues to become fully involved in school improvements, stays up-to-date with developments and offers support when necessary. At the same time, he encourages staff to lead developments and take responsibility for key areas for improvement, for example, information communication technology.
- 14 Another good example of how the school has developed under the headteacher's guidance is the way in which the deputy headteacher and other staff and governors have contributed to the school's improvement plan. This is a comprehensive document which includes clear evidence of review, evaluation, monitoring and the setting of targets. The deputy headteacher has undertaken considerable work in encouraging teachers to review their own curriculum areas, identify areas for improvement and develop appropriate strategies to raise standards. She has effectively analysed pupils' attainment and has begun to build up a profile of pupils' gains in learning over time. Findings from lesson observations have been discussed with teachers and led to the development of strategies to improve teaching and learning.

- 15 Governors contribute well to the effectiveness of the school. They have a good level of knowledge and a good range of expertise which help them to be fully involved in discussions and developments. They have trust in the headteacher and staff, make regular visits to the school and have become more proactive over the last few years. Specific meetings take place when governors work alongside teachers to gain a clearer insight into the workings of the school and the curriculum. They also offer the opportunity for governors to ask questions within a supportive working environment. Central to all these activities is the school improvement plan which clearly describes intentions and developments, and records a planned programme of self-evaluation and improvement. Staff and governors are reflective practitioners who use this document well to guide their work and record progress. This results in a school which feels as though it is open to current initiatives and developments; about which the governors state ‘ we haven’t got it all right yet but we are making good progress and we know where we are going’.

Parents support the school and are pleased with the education it provides.

- 16 Parents through responses in the questionnaires expressed a high level of satisfaction. Their perceptions are that Prestbury St. Mary’s is a good school. Teachers know their pupils well and support them in order to achieve good results. The additional literacy support and special educational needs support given to some pupils was seen by parents to be effective. Parents like the attitude of staff and state that good learning takes place within a Christian ethos. Staff have a caring attitude which acts as a good model for children, who in turn, think about others less fortunate than themselves and raise money for charity. The Parent Teacher Association raises substantial funds to support projects and a group of parents have helped with the development of the computer suite and its resources. Parents also support teachers well by accompanying pupils and staff on school visits. Parents are interested in the school and support their children well. They are keen to develop even further their relationships with staff and receive a clearer view of their child’s progress and attainment.

WHAT COULD BE IMPROVED

Parents do not receive enough information about the curriculum, their child's progress or the homework set.

- 17 Changes in staffing last year affected the school's opportunity to provide appropriate information about the curriculum, for example in literacy. A new co-ordinator was appointed but the school did not arrange a meeting for parents to learn about the literacy strategy and how pupils were progressing. Staff did respond to suggestions from parents for information about the topics being studied but parents feel that more could be given.
- 18 Changes in staffing last year also affected the usual provision for meeting with parents and a significant minority felt that they did not receive a clear view of how their child was progressing. Although parents are welcomed into the school and know that they can ask the teacher about their child's progress, unless the school is proactive and formally makes arrangements for this to happen, many parents do not take up this opportunity. Parents feel that they would like further information, especially in the Spring Term and in the Summer Term after the annual reports have been issued. Inspectors agree that this would be beneficial and would provide parents with more opportunities to work in partnership with the school and support their child's learning.
- 19 A significant number of parents are concerned about the inconsistency and irregularity of the homework provided. The school has recognised the need to review this and more clearly indicate the policy and expectations of the teachers. Whilst in the best practice activities provided for homework build on what has been learnt in school and challenge the pupils further, in other instances, activities are rather mundane. Discussions with pupils and a scrutiny of their homework diaries indicate that homework does not place progressive demands on pupils as they get older or prepare them sufficiently for their movement to secondary school.

The pupils' annual reports do not clearly indicate what they can do or how they can improve their work.

- 20 Although the school meets statutory requirements to report on pupils' progress, the pupils' annual reports do not reflect the knowledge and understanding that teachers have of their pupils. Teachers regularly assess pupils and gain a good range of information but much of this is not shared with parents and is not included in the annual reports. Currently, statements can be quite vague and some only reflect what the class has been taught. They do not clearly indicate what children have achieved or what they should do next to improve. Also, teachers often fail to indicate to parents how hard their child has been working.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To maintain the high standards in the school and further build on its successes, the headteacher, staff and governors should:

- (1) Improve the partnership with parents and the quality of information given to them by:
 - * providing more information about the curriculum;
 - * clarifying the homework policy and improving the consistency of provision;
 - * more regularly informing parents of the progress which their children make.

- (2) Improve the quality of the pupils' annual reports to ensure that they clearly outline what pupils have achieved and how they can improve.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	56	33	11	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	254
Number of full-time pupils eligible for free school meals	-	17

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 - Y6
Number of pupils with statements of special educational needs	-	8
Number of pupils on the school's special educational needs register	-	69

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	28	37	65

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	22	26
	Girls	34	29	34
	Total	59	51	60
Percentage of pupils at NC level 4 or above	School	91 (93)	78 (88)	92 (94)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	24	26
	Girls	34	32	36
	Total	59	56	62
Percentage of pupils at NC level 4 or above	School	91 (94)	86 (91)	95 (94)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	246
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	10.3
Number of pupils per qualified teacher	25
Average class size	32

Education support staff: Y 3 – Y 6

Total number of education support staff	10
Total aggregate hours worked per week	129

FTE means full-time equivalent.

Financial information

Financial year	1998/9
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	£
Total income	380,695
Total expenditure	379,040
Expenditure per pupil	1,475
Balance brought forward from previous year	29,108
Balance carried forward to next year	30,763

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	253
Number of questionnaires returned	92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	50	3	1	0
My child is making good progress in school.	42	49	8	0	1
Behaviour in the school is good.	38	55	2	0	4
My child gets the right amount of work to do at home.	15	51	29	2	2
The teaching is good.	40	53	2	0	4
I am kept well informed about how my child is getting on.	21	49	26	2	2
I would feel comfortable about approaching the school with questions or a problem.	55	39	3	2	0
The school expects my child to work hard and achieve his or her best.	57	41	0	0	2
The school works closely with parents.	20	48	28	3	1
The school is well led and managed.	46	43	7	1	3
The school is helping my child become mature and responsible.	46	50	1	0	3
The school provides an interesting range of activities outside lessons.	30	39	13	9	9

Other issues raised by parents

Parents at the meeting stated that provision for information communication technology had improved with the development of the computer suite. Also, procedures had improved for welcoming pupils to the school at the beginning of Year 3 when introducing them and their parents to the school's expectations and practices.