

INSPECTION REPORT

GRESHAM VILLAGE SCHOOL

Norwich

LEA area: Norfolk

Unique Reference Number: 121193

Headteacher: Mr J.Hodgkinson

Reporting inspector: Mrs L. Kelsey

Dates of inspection: 11-14 October 1999

Under OFSTED contract number: 707625

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant & Junior School
Type of control:	Foundation
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S. Royle
Date of previous inspection:	16-19 April 1996

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Team members

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Registered Inspector

Subject responsibilities

Mathematics
Science
Design and technology
Information technology
Religious education
Under fives

Aspect responsibilities

Attainment & progress
Teaching
Curriculum & assessment
Pupils' spiritual, moral, social
and cultural development

Mr J. Kerr
Lay Inspector

Equal opportunities

Attitudes, behaviour & personal
development
Attendance
Support, guidance and pupils'
welfare
Partnership with parents and
community
Staffing, accommodation and
learning resources

Mrs D. Kerr
Team Inspector

Special educational needs
English
History
Geography
Art
Music
Physical education

Leadership & management
Efficiency of the school

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The Registrar
The Office for Standards in Education
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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- . Good standards in English and good progress in art, geography and history at both key stages.
- . Good provision for the pupils under five years old.
- . Good progress made by pupils with special educational needs.
- . Good teaching in under fives and overall at Key Stage 2.
- . Employs well qualified staff including classroom assistants.
- . Has good accommodation and provides a safe and secure site for all pupils.
- . Has put in place effective literacy and numeracy teaching.
- . Has efficient financial control and school administration.

WHERE THE SCHOOL HAS WEAKNESSES

- I. Standards below average in mathematics at Key Stage 2, in information technology (IT) at both key stages.
- II. Progress unsatisfactory in music at both key stages and physical education (PE) at Key Stage 2
- III. Unsatisfactory teaching at Key Stage 1 and in some mathematics lessons at Key Stage 2.
- IV. Inconsistencies in marking and assessing pupils work and the use of information to inform future planning.
- V. Inefficient use of staff time and expertise, especially senior management.
- VI. Unsatisfactory lines of communication between staff, parents and senior management team
- VII. In providing unsatisfactory value for money.

The strengths marginally outweigh the weaknesses. The governors' action plan will set out how the weaknesses can be tackled. This will be sent to all parents and guardians of pupils at the school.

· HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

Overall the school has not improved sufficiently since the last inspection and there are still weaknesses in a number of key areas. Standards have improved recently in English and for the pupils currently at the school are above average in both key stages. Standards however, remain below average at Key Stage 2 in mathematics. Standards in science were also better than in recent tests, but they are below expectation in both key stages in IT. Although most pupils have positive attitudes to school, a small number are disenchanted, bored and off task in some lessons. Teaching has improved and there are now more good lessons but the management of some pupils is inconsistent and leads to unsatisfactory behaviour in some classes. While the curriculum is planned more thoroughly, assessment procedures and the use of assessment data are not as good as it was at the time of the last inspection. Records of pupils' work are not kept systematically for reference to attainment in mathematics, science, IT and religious education (RE). The school meets statutory requirements for collective worship and this is an improvement since the last inspection. The management of the school is satisfactory overall but communications between some staff and parents at times become strained. Although information is provided frequently the style and tone is often terse and unfriendly. The school is perceived to be defensive in style and this was raised at the parents' meeting. The appointment of another senior member of staff this term is positive. The newly formed senior management team and governors are aware of the problems and strategies have been put in place to improve the situation. Procedures for child protection are now fully implemented and all health and safety matters are now carefully monitored. The school is better placed to improve in the future.

STANDARDS IN SUBJECTS

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

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

Test results from the 1999 tests at the end of Key Stage 2 show performance in English being average when compared both nationally and to similar schools. Mathematics results are well below average compared with all school and very well below average when compared to similar schools. In science they are below average when compared nationally and well below when compared to similar schools. This is because the number of pupils achieving the higher levels is still lower than average. In the 1999 test results at Key Stage 1, whilst writing skills are average compared nationally and to similar school, reading is well above average. Mathematics is below average when compared nationally and well below average when compared to similar schools. In the teacher's assessments in science, standards were below average compared nationally and when compared to similar schools for average levels, but were better than this for the higher levels where in both cases they were well above average.

Standards found during the inspection week were better than this and above average in English at both key stages and average in mathematics by the end of Key Stage 1. They are below average in mathematics at Key Stage 2. Standards are average in science at both key stages. Standards are below expectation in IT and there was very little evidence of RE with which to form a judgement.

Attainment on entry to the reception class for the children who are under five years old is average. Progress is unsatisfactory overall at the end of Key Stage 2 but is satisfactory at Key Stage 1 and good in the early years. Progress is good in English at both key stages, but it is unsatisfactory in mathematics overall. Progress is satisfactory in mathematics at Key Stage 1 but unsatisfactory at Key Stage 2. It is satisfactory in science and RE at both key stages but unsatisfactory in IT. Progress is good in art, geography and history and satisfactory in design and technology (DT) and PE at Key Stage 1. It is unsatisfactory in music at both key stages and PE at Key Stage 2.

QUALITY OF TEACHING

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Unsatisfactory	Satisfactory
Science		Satisfactory	Satisfactory
Information technology		Satisfactory	Satisfactory
Religious education		No evidence	No evidence
Other subjects	Good	Satisfactory	Satisfactory

Teaching is good overall with nearly half the lessons good and nearly nine out of ten lessons satisfactory during the inspection week. Most of the teaching in Key Stage 2 was at least satisfactory and half was good or better. Two lessons were unsatisfactory. Three quarters of teaching in Key Stage 1 was satisfactory with a third good. Three lessons were unsatisfactory. Teaching is good for the children who are under five. Teaching was good overall in Key Stage 1 in English, history, geography, art and satisfactory in science, IT, music, PE, design and technology. It was unsatisfactory overall in mathematics. In Key Stage 2 it was good overall in English, history, geography and art and satisfactory overall in mathematics, science, IT, DT, PE and music.

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	The overall standards of behaviour are satisfactory for most pupils. However in some classes some pupils' behaviour is unsettled and their listening skills are undeveloped. They occasionally show little respect for the opinions of their peers.
Attendance	Attendance is good.
Ethos*	Ethos is satisfactory overall. Most pupils have satisfactory attitudes to work but a few are disaffected with school life. Relationships are however positive for most. The school does not achieve higher standards in a number of subjects.
Leadership and management	The leadership of the school by the headteacher, governors and staff with management responsibility is judged to be satisfactory. However there are some significant weaknesses in aspects of the headteacher's role, and to a lesser extent the co-ordinators' roles. The newly formed senior management team is a positive move but communication between the headteacher, staff, and parents is a concern of a number of parents and staff.
Curriculum	The curriculum is broad and balanced and policies and schemes of work are now in place and teachers have worked hard to write long term plans for all subjects. Teachers assess pupils through national tests and information is gathered and analysed. However at the classroom level teachers do not consistently mark pupils' work, or assess on a regular basis, attainment in mathematics, science, IT and RE.
Pupils with special educational needs	The curriculum planned for pupils with special needs is matched to the targets on their individual education plans. Their progress is formally assessed each term by the teacher and the special needs co-ordinator.
Spiritual, moral, social and cultural development	The headteacher and staff promote spiritual, moral, and social education and this has changed little, although moral education is not as strong as it was at the time of the last inspection.
Staffing, resources and accommodation	The present staff are very committed, well qualified and experienced. The new accommodation is very good but the school hall is too small for the oldest pupils to be taught gymnastics safely. The school's resources are satisfactory.
Value for money	Pupils enter the school with average ability and good backgrounds.

	Progress through school is judged to be unsatisfactory overall. Spending per pupil is well above average for this type of school and value for money is therefore unsatisfactory.
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**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
VIII. that their children enjoy school IX. good standards of work are achieved. X. there are good standards of behaviour. XI. they find it easy to approach the school with questions or problems about their children. XII. the school values and attitudes have a positive effect on the children. XIII. children are encouraged to be involved with more than their daily lessons. XIV. they are encouraged to play an active part in the life of the school.	XV. the level of homework set for most XVI. communications between the home XVII. the increase in class numbers XVIII. the information given them about what XIX. the way complaints from parents are

Parents are very supportive of the school. A few parents were concerned about the regularity and consistency of homework setting and whether it prepared pupils enough for secondary education. Inspectors support this view. However parents felt that standards at the school are good and this was not reflected in the test results at the end of both key stages in 1998. Inspectors found that standards were average overall and were continuing to improve. This was supported by the improved 1999 test results. Parents were also concerned about communications from the school including information about their children's progress. Inspectors support this view and feel the style and tone of communication could be improved. Inspectors found that the number of pupils in each class did not affect standards in different age groups.

KEY ISSUES FOR ACTION

To raise standards in the school, the headteacher, staff and governors should:

- XX. Raise attainment and progress in mathematics, IT, PE and music by:
 - XXI. ensuring all areas of these subjects are planned and taught effectively.
 - XXII. improving staff subject knowledge and skills.
 - XXIII. continuing to improve the level of resources to support the subjects.
(paragraph numbers 2, 8, 11, 14, 45, 51, 76, 77, 84, 88, 105, 106, 108)
- XXIV. Improve quality of teaching by:
 - XXV. planning lessons based on pupils' prior attainment
 - XXVI. matching learning targets to National Curriculum levels.
 - XXVII. marking and evaluating pupils' work in a consistent and agreed format.
 - XXVIII. making use of the best practice in the school to develop teachers' strategies to improve the listening skills of the pupils.
 - XXIX. working to a consistent style of encouraging good behaviour and attitudes to learning as agreed in the behaviour policy.
(paragraph numbers 17, 19, 21, 22, 23, 24, 25, 26, 28, 29, 78, 84)
- XXX. Develop systems of assessing and monitoring of pupils' standards in mathematics, science, IT and RE by:
 - XXXI. developing records of achievement which show levels attained by pupils.
 - XXXII. making use of data collected to monitor pupils' progress over time
 - XXXIII. improving the use of evidence collected in these subjects to assist teachers in assessing pupils.
(paragraph numbers 30, 80, 85, 89)
- XXXIV. Improve value for money and ensure better use is made of available teaching time by:
 - XXXV. directing specific times for senior management and subject co-ordinators to monitor teaching and curriculum development.
 - XXXVI. reviewing the timetable to make more efficient use of staff skills and expertise, especially the headteacher and senior management team.
 - XXXVII. continuing to involve governors in support and monitoring of the school
(paragraph numbers 41, 44, 45, 48, 49, 51, 55, 56, 81, 90, 110)
- XXXVIII. Improve the quality of communications between the headteacher, staff, parents and the governing body by:
 - XXXIX. holding regular senior management team meetings with prior agreed agendas.
 - XL. improving lines of communications to all staff to keep them better informed of management decisions and implications.
 - XLI. improving the style and consistency of letters sent out of school to keep all interested parties fully informed of developments.
 - XLII. continuing to operate governors' committees to share the responsibility of school management.
(paragraph numbers 38, 41, 42, 43, 44, 45, 46)

As part of the action plan governors should also consider the points raised in the following paragraphs.
(92, 97, 109)

INTRODUCTION

Characteristics of the school

Gresham Village Foundation School is a smaller than average primary school located near Sheringham in Norfolk. The number of pupils on roll has ranged between 128 and 164 over the last four years. At the time of the inspection there were 139 pupils between the ages of 5 and 11 and a further 16 part-time in the nursery class. The accommodation comprises a mixture of an old Victorian school which has been modernised and extended over time and two new additional classroom blocks. The school has recently changed its status from grant maintained to foundation under new government re-organisation of primary schools. It had been grant maintained since 1992.

The school admits pupils during the year in which they reach their fourth birthday and the nursery has 22 part-time places. Pupils attend the school part-time until the year in which they are five. They are then placed in the reception class with reception and Year 1 children. During the inspection there were 16 pupils part-time in the nursery and a further 16 pupils full time in the reception class, all under the age of five.

The number of pupils with statements of special educational needs was below the national average in 1998, but has fluctuated over the last four years. At the time of the inspection the number of pupils on the register for special educational needs was 17 which is below national averages. There are no pupils in the school who have English as a second language and the number of pupils on free school meals in the main school is 14 which is also below the national average.

Socio-economically pupils come from a broad range of different backgrounds which are above average overall. The school takes pupils from 13 different local parishes and a few pupils travel from outside the catchment area. According to tests done as pupils reach the age of five, attainment on entry is average nationally and average compared to schools locally.

The present headteacher has been in post for 22 years. The aims of the school are published in the school prospectus and are wide ranging, covering areas of care and security as well as academic and social achievement. The school also hopes to encourage liaison with parents and governors to develop a working partnership to the benefit of the child.

Key indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	17	11	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	9 (8)	12 (13)	11 (12)
	Girls	12 (5)	12 (5)	12 (5)
	Total	21 (13)	24 (18)	23 (17)
Percentage at NC Level 2 or above	School	100 (65)	86 (90)	82 (85)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	11 (11)	11 (13)	12 (15)
	Girls	12 (5)	12 (5)	11 (5)
	Total	23 (16)	23 (18)	23 (20)
Percentage at NC Level 2 or above	School	82 (80)	82 (90)	79 (100)
	National	82 (81)	86 (85)	87 (86)

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	9	14	23

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7 (7)	4 (5)	8 (8)
	Girls	10 (4)	6 (4)	10 (3)
	Total	17 (11)	10 (9)	18 (11)
Percentage at NC Level 4 or above	School	77 (61)	48 (50)	81 (61)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4 (8)	4 (9)	8 (11)
	Girls	10 (4)	8 (5)	10 (4)
	Total	14 (12)	12 (14)	18 (15)
Percentage at NC Level 4 or above	School	61 (67)	53 (78)	78 (83)
	National	68 (65)	69 (65)	75 (71)

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

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	3.9
	Absence	National comparative data	5.7
	Unauthorised	School	0.5
	Absence	National comparative data	0.5

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• **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:	Number
Fixed period	4
Permanent	0

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Quality of teaching

Percentage of teaching observed which is:	%
Very good or better	15
Satisfactory or better	88
Less than satisfactory	12

PART A: ASPECTS OF THE SCHOOL

· EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

· Attainment and progress

1. Attainment is good for children under five in all areas of the agreed curriculum. They make good progress in the reception class and are on target to reach the nationally agreed areas of learning for pupils who are under-five years old.
2. Test results from the 1999 tests at the end of Key Stage 2 show performance in English is average when compared both nationally and to similar schools. Mathematics results are well below average compared to all school and very well below average when compared to similar schools. In science they are below average when compared nationally and well below when compared to similar schools. In the 1999 test results at Key Stage 1, whilst writing skills are average compared nationally and to similar schools, reading is well above average. Mathematics is below average when compared nationally and well below average when compared to similar schools. In the teachers' assessments in science, standards were below average compared nationally and when compared to similar schools for average levels, but were better than this for the higher levels where in both cases they were well above average.
3. The inspection confirms that standards have improved in some areas and are rising, particularly at Key Stage 2 where progress is good in English. Literacy skills are being developed well across other areas of the curriculum. For example, in a Year 2 art lesson pupils who had been studying written instructions in literacy constructed paper face masks by following carefully the written instructions in their 'Big Book'.
4. Standards in English during the inspection were above average and progress is good. This represents an improvement since the last inspection and reflects the school's focus last year on implementing the government's National Literacy Strategy. Standards are average at the end of Key Stage 1 and above average at the end of Key Stage 2. Progress varies across the school. There is a good start to literacy in the reception class. Progress remains steady at Key Stage 1 and accelerates at Key Stage 2.
4. 3. Speaking and listening skills are developed well in the reception class where pupils are encouraged to take turns in class discussion and listen carefully to each other and to their teacher. Pupils maintain their confidence to speak out in the Key Stage 1 class but here they do not always listen so carefully and inspectors noted several instances where pupils carried on talking whilst the teacher was talking. Older pupils are encouraged to express their thoughts and opinions in lessons across the curriculum such as in Year 6 where pupils were reading as a class about the evacuation in 'Carrie's War'. They developed their ideas thoughtfully as they considered how the characters must have felt. In other lessons, pupils' listening skills do not develop as they should because the teacher does not insist on pupils listening in silence or taking turns to speak.
4. Standards in reading are broadly average at the end of Key Stage 1 and good at the end of Key Stage 2. Progress in reading is good for most pupils. Reading skills are now being well taught through the literacy hour. The youngest pupils understand the use of the English term 'character'.

Systematic teaching of phonics is ensuring that they are learning their letter sounds effectively and that they use them to attempt unknown words. The school uses a variety of reading material and pupils are encouraged to take their books home. In Key Stage 1, progress is slower for the less able readers. Although they are well taught in the literacy hour, they are rarely heard to read individually and their free choice reading books are not always suitable for their ability. Most older pupils however make good progress. They are taught to read with expression and with good attention to punctuation. Older juniors are beginning to skim read reference books and have developed basic library skills.

5. Standards in writing are average at the end of Key Stage 1 and above average at Key Stage 2. Progress is sound for most pupils in Key Stage 1. Year 2 pupils can write simple sentences which are generally correctly punctuated with capital letter and full stops. They are developing a legible handwriting style and through regular practice they are extending the range of words they can spell independently. Progress in writing is slower for the less able pupils in the Key Stage 1 class because the work they are given is often too hard for them. They struggle to keep up and make little progress in the lesson. Progress is good in Key Stage 2 where tasks are well matched to pupils' abilities. Pupils observed in a Year 4 class learning about similes knew that a simile made a comparison with something familiar. Year 6 pupils' diaries of an evacuee's experiences during the war were imaginatively written, demonstrating extended writing of high quality. Handwriting and presentation are variable at Key Stage 1 and good at Key Stage 2, where teachers have higher expectations of what pupils should achieve.
6. In mathematics, during the inspection standards were average by the end of Key Stage 1 and below average at the end of Key Stage 2. Pupils' progress is unsatisfactory overall although progress is satisfactory during Key Stage 1. Pupils enter the school with below average numeracy skills and these are indicated in the base line screening carried out over the last two years. By the time they reach the end of the reception year pupils can identify numbers to five and many can match one-to-one. By the end of Year 1 pupils can add and subtract numbers to five and use coins to work out money sums. The most able pupil was working with tens and units and writing number sentences. By Year 2 pupils know the difference between odd and even numbers and the most able can add, subtract and multiply number to 100. Progress in numeracy is good here as a few pupils are already working at levels above their age.
7. Pupils in Year 3 were adding and subtracting numbers to 50 and this work is below standards seen in Year 2, even though these pupils were reaching national standards by the time they took national tests in the summer. Progress in this year group has slowed down as pupils go over work already covered. Much of the work in their books is correct mathematically although poorly presented. Pupils here have little pride in their work and progress is slow. By Year 4 progress has improved and pupils work with four digit numbers and multiply by 100. Pupils in Year 5 can divide, use fractions and work with tally marks when collecting data. By the time pupils reach Year 6 work is little advanced from that seen in Year 5 and progress has slowed again.
8. Standards in science during the inspection were average overall by the end of both key stages and pupils make satisfactory progress during their time at the school. The youngest pupils were studying the changes from baby to adult in a number of different animals with different life cycles and by the end of the key stage had studied the use of medicines and food types. Year 3 pupils had been looking at how to plan healthy diets and had written up experiments in their own words. They had studied the function of teeth and drawn graphs of different types of food. By Year 4 pupils work with flexible and non-flexible materials and study how materials can change through temperature. By the of Key Stage 2 pupils can conduct experiments and have observed the

differences between living things, using mould as an example.

9. Standards are below expectation in IT at the end of both key stages. By the end of Key Stage 1 some pupils can word process text and create pictures in a painting programme. Pupils have also used graphing programs to create graphs of party food. There was no evidence of pupils programming a floor robot around the floor. By the end of Key Stage 2 pupils can type letters and import word art which is in line with expectation. Year 6 pupils when interviewed remembered using the floor robot and moving a turtle around a screen making patterns. Pupils felt that they often did more complicated work at home and that IT work at school was easy. Pupils are making unsatisfactory progress throughout the school.
10. Very little evidence of religious education was seen during the inspection week. Teachers had not kept the work from other terms and no lessons were observed being taught. From the work seen in pupils' books from this term progress is satisfactory overall. At Key Stage 2 progress is satisfactory. The curriculum is broadly Christian based and pupils learn about the parts of the church. They compare Christian symbols from different denominations and have begun to study other religions such as Buddhism.
11. There was a limited amount of this year's art work on display and only two art lessons were seen. Work on display from last year confirmed inspectors' judgements that work is of a high standard and pupils make good progress through the school. Progress is very good at Key Stage 2 where the subject co-ordinator teaches across the age range. In design and technology, progress is satisfactory overall and expectations of pupils to work with a variety of tools and equipment in Key Stage 2 are good. The oldest pupils learnt how to use a drill and glue gun safely. Progress in geography and history at Key Stage 2 is good. Because of the very limited amount of evidence available it was not possible to make a judgement on progress at Key Stage 1.
12. The school has a strong musical tradition which parents value. The choir and orchestra perform to a good standard. Many pupils have instrumental lessons and make good progress. Their expertise and enthusiasm supports progress in class lessons. However pupils do not make the progress they should across the full range of the music curriculum because they have not been taught systematically in the past. In the one PE lesson observed at Key Stage 1, pupils demonstrated appropriate levels of control in their warm up activities. They could throw and catch a medium sized ball with reasonable accuracy and were developing a sound awareness of space. Progress is satisfactory at Key Stage 1. Progress is slower for pupils at Key Stage 2. Whilst their control of movement and gymnastic skills are being developed, the size of the hall limits what can be achieved within a lesson. Time was wasted whilst they waited for their turn to work on the only two pieces of apparatus for which there was room.
13. Pupils with identified special needs make sound progress in the literacy hour where teachers plan group work with individual targets in mind and classroom assistants monitor progress in their groups carefully. In other lessons in Key Stage 1, pupils of lower ability who are not on the register for special educational need fare less well, because some of the work set is too hard for them and they struggle to keep up. Pupils whose identified needs relate to poor behaviour are well supported in most classes and make sound progress towards their targets. However, the school's inconsistent approach to managing behaviour limits their potential for improvement generally.

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

14. Attitudes, behaviour and social development of the pupils who are under five are good. Pupils play and work well together and relationships are positive. They make the transition from part-time to full-time well. Their personal and social skills are average when they enter school and this is developed well. By the time they reach the reception class pupils are well prepared socially to follow the National Curriculum.

15. Where teaching is particularly skilful pupils are enthusiastic and work hard to improve their skills and consolidate their knowledge and understanding. They observe the class rules of behaviour and persevere with their tasks. There are examples of good collaborative work, where pupils worked in pairs and small groups, but in general there is a lack of independent learning. In the few classes where teaching does not present a challenge and classroom management is weak, pupils chatter, waste time and the learning of the whole group suffers. In these classes pupils do not concentrate, their behaviour is unsettled and their listening skills are undeveloped, showing little respect for the opinions of their peers.
16. The overall standards of behaviour are satisfactory. Pupils know the routines and move about the school in an orderly way. They play well together and are considerate of the needs of others; for instance, a girl coming recently to the school said she was made welcome. Pupils value the awards given for good work as well as a helpful attitude. They say staff are fair in granting awards as well as sanctions. The three fixed term exclusions related to a case of theft. This had a salutary effect on the whole school. Bullying does not occur very often.
17. Pupils develop well as they mature. In both key stages, they take responsibility for school duties including representation on the school council. However, as in the last report, opportunities are limited. For instance, pupils are very dependent on their teachers, rarely taking responsibility for their own learning. Pupils open doors, are courteous to each other and to adults and when given the opportunity, they listen well to the views and opinions of others. They are introduced to the immediate community through charity work and concerts for the elderly, and to the wider community by visits to such places as the lifeboat station and lighthouse. Pupils with identified special needs respond positively in most lessons.
19. **Attendance**
18. Attendance is good, and remains the same as at the time of the last report. Registers are kept correctly and the figures for attendance are reported in accordance with statutory requirements. The educational welfare officer attends the school on a regular basis. Pupils are punctual at the start of the day. There are good contact procedures with parents if a pupil is absent or late regularly. Parents are positive in their support of the school's attendance policy.

20.

QUALITY OF EDUCATION PROVIDED

20. Teaching

19. Teaching is good overall with nearly half the lessons good and nearly nine out of ten lessons satisfactory during the inspection week. However, one in ten lessons were unsatisfactory. Most of the teaching in Key Stage 2 was at least satisfactory and half the lessons were good or better. Two lessons were unsatisfactory. Three quarters of teaching in Key Stage 1 was satisfactory with a third good. Altogether five lessons were unsatisfactory and these were in Years 2, 3 and 6.
20. Teaching is good for the children who are under five. Both teachers plan the curriculum well to ensure that as much as possible of the areas of learning is covered in the time available. The

nursery class is well organised and attractive and has access to a fenced off outside play area. The nursery assistant is deployed well to support all the children in the class. The reception class is also well organised and the teaching of literacy is promoted through several areas. The teacher has good subject knowledge which is used well and the resources in the classroom are accessible to develop pupils in all the areas of learning. The good teaching seen for the children who are under fives promotes good progress and pupils' standards are above average by the time they are five.

21. Teaching was good in Key Stage 1 in English, history, geography, art and sound in science, IT, music, PE, design and technology. It was unsatisfactory in mathematics. In Key Stage 2 it was good in English, history, geography and art and sound in mathematics, science, IT, design and technology, PE and music.
22. Examples of good teaching were seen where teachers had established routines, made good use of time and had good expectations. They planned and organised their lessons based on good subject knowledge, setting clear targets which were explained to pupils. Lessons went at a good pace with challenging questions and answer sessions, using praise to encourage pupils. Resources, such as computers, were well used to teach a new skill prior to a literacy lesson. Staff expertise in art with Year 6 ensured pupils made good progress here. Teachers generally had good relationships and story telling techniques. In all the better lessons routines and management of pupils were clear with expectations explained and learning summarised in good plenary sessions.
23. Where teaching is unsatisfactory, as in mathematics in Years 2 and 3 the pace and challenge is slow in some lessons. Some pupils who are insufficiently challenged by planned activities such as in Year 6 are badly behaved, were off task and made very little progress. Classroom management in some mathematics and geography lessons is unsatisfactory, where pupils are not controlled well enough to ensure they listen carefully to questions. Occasionally there are inappropriate standards set by members of staff who whistle and sing in lessons when other teachers are insisting this is not a good code of behaviour. This causes inconsistencies in approach to behaviour management and confuses pupils. Marking of pupils' work is inconsistent and teachers are not well informed about how to plan the next stage of learning for all pupils.
24. Teachers are aware of their pupils' special needs and take appropriate account of them when planning work. Classroom assistants are directed to support them in many lessons. The authority's special needs teacher visits the school weekly to work with pupils who require additional support and liaises closely with the school.
26. **The curriculum and assessment**
25. The curriculum for pupils under five is broad and balanced and is based on the six areas of learning. Daily planning sheets used during the inspection indicated learning objectives, activity, teaching style, organisation and resources. Teachers plan well and evaluate the outcome of the lesson. Pupils with special educational needs are well supported by the classroom assistant and nursery assistant in each class. Teachers assess pupils when they enter the school and complete base line testing on them during the term in which they are five. Information is recorded and used to identify problems.
26. The curriculum is broad and balanced and meets statutory requirements at both key stages. It supports pupils' physical and personal development well. Sex education is taught through the

science curriculum and the school focuses on teaching literacy and numeracy during the morning sessions and the remaining core and foundation subjects during the afternoon. IT is taught in discrete class groups and these new skills are used in literacy and numeracy time. Intellectual development and high achievement are not well addressed although the school's teaching time to reduce class groups in size for science, mathematics, history and geography has had limited effect

on raising standards for the higher achievers. Parents felt that pupils were not sufficiently challenged in some classes and that on occasions behaviour was unsatisfactory, preventing some pupils from working well. This was observed during the inspection week in a few lessons.

27. Policies and schemes of work are now in place and this is an improvement since the last inspection. Teachers have worked hard to write long term plans for all subjects. These are followed well and all subjects are given appropriate time and coverage. During the inspection teachers were using lesson plans and these helped to focus learning intentions and targets for the pupils to achieve. Against these criteria teachers were better able to judge how well pupils were doing when they monitored their work in class. Literacy and numeracy are planned using weekly planning sheets which identify time for class work, group work and plenary sessions. These are useful in helping teachers plan specific outcomes for groups of pupils to achieve. The curriculum planned for pupils with special needs is matched to the targets on their individual education plans. Their progress is formally assessed each term by the teacher and the special needs co-ordinator.
28. At the time of the last report teachers were involved in monitoring the curriculum. Apart from looking at plans teachers no longer have opportunities to monitor standards in subjects across the school. Teachers no longer make use of subject portfolios which were in existence at the time of the last inspection to help them assess attainment against National Curriculum levels. Teachers assess pupils through statutory tests and use other national tests in English and mathematics. Information is gathered and analysed. Teachers keep records of pupils' tests results in their folder. The headteacher analyses whether standards are improving or not and tracks pupils through the school to set targets. However at the classroom level teachers do not consistently mark pupils' work or assess on a regular basis attainment in mathematics, science, IT and RE. The lack of consistent marking and assessing of core subjects prevents teachers from planning challenging work for all pupils and as a result the pace and rigour of some lesson is inadequate. This allows pupils to become easily bored and start to misbehave. Assessment procedures and use of assessment is not as good as it was at the time of the last inspection.
30. **Pupils' spiritual, moral, social and cultural development**
29. The headteacher and staff promote spiritual, moral, and social education and this has changed little, although moral education is not as strong as it was at the time of the last inspection. Multicultural education is less well developed. The aims of the school emphasise the positive aspects of the pupils' personal development through good behaviour and developing links with the wider community. The school operates a system of daily collective worship which complies with statutory requirements. Pupils enter the hall listening to music although this is not fully developed at times such as when pupils chose to put on songs to which they would like to sing along. Sometimes the inappropriate behaviour of some pupils spoils the atmosphere of the assembly and some spirituality is lost. However the use of a candle as a focus point is good, and this provides opportunities for pupils to hear and reflect on stories and accounts which contribute to a better understanding of their own spiritual and moral development. Pupils are taught about Christianity in religious education and collective worship. Spiritual awareness is also developed through imaginative activities,

stories, art and experiences which encourage visual awareness and appreciation.

30. Good relationships, based on mutual respect and trust, exist between adults and pupils. They contribute to the positive ethos within the school. The difference between right and wrong is understood and pupils treat their own property, and that of other people, with care. The pupils do not always respond well to the philosophy of self-control, honesty and fairness nor do they always have positive attitudes to work. Circle time and the teaching of personal, social and health education is just

being introduced to the school. Pupils are given responsibilities within the classroom which they carry out enthusiastically and efficiently. Opportunities to use their initiative such as taking registers to the office and returning their used plates at lunch time develop their social skills. Older pupils set up the hall for assembly time.

31. Inclusion of traditions and festivals at Christian times of the year encourages pupils to appreciate their own culture and traditions. As yet the school has not extended this to other cultures, beliefs and customs. The study of the pupils' own heritage, and that of European cultures, is developing well and pupils are given opportunities to visit local theatres. The collage work in art makes a positive contribution to cultural development. Through the choir and lessons in musical instruments pupils develop a better understanding of the work of musical artists. Richness and diversity of other cultural traditions is still under-developed in the school and pupils have little knowledge of other peoples' way of life. Pupils with special needs take full part in the school's activities and provision for their personal development is sound.

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

32. Procedures for monitoring pupils' progress and personal development are unsatisfactory. Teachers know their pupils well and offer what help they can if they have a problem. However, the process of monitoring their academic progress and personal development is unhelpful. There are insufficient records of attainment in mathematics, science, IT and religious education on which to base guidance on these subjects. In addition the marking and evaluation of pupils' work is inconsistent, failing in many instances to point out sub-standard work or to direct pupils in how they can make improvements. Annual reports, which have improved by stating what pupils have done, still do not give an indication of their individual progress in all subjects.

33. Children coming into the nursery are well supported and cared for in their early days at school. Attendance is regularly monitored and there is an effective system for following up absences and those who arrive late. The school's expectations of good behaviour are displayed in classrooms. The staff handbook gives detailed advice and instruction on behaviour management and the discipline policy is explicit. However, the implementation of this policy varies from class to class. This is recognised by pupils and parents are right to be concerned. There is very little bullying and when this does occur the staff deal with it effectively in accordance with the policy.

34. Child protection procedures are fully implemented and a member of staff has the overall responsibility for the well being of pupils in accordance with statutory requirements. Pupils participate in health education, which addresses such issues as diet and hygiene. The school management plan points out the need for a review of the personal, social and health education programme including sex education policy. This is still in the process of being formulated. Pupils

are well cared for if they need medical attention and their parents are informed as necessary. Health and safety matters are monitored by staff and the chairman of governors keeps a close watch on any issues.

36.

35. The school's procedures for identifying special needs are broadly effective but they are not precise enough to ensure that no pupil slips through the net. They are based on the results of standardised tests and teacher identification. County screening at Key Stage 2 highlights problems of progress higher up the school but in Key Stage 1 identification is dependent on the teacher recognising the problem. As there are weaknesses in teachers' use of assessment generally it is possible for problems to go undetected for longer than they should. The co-ordinator for special educational needs does not have any non-contact time for her role so is unable to support identification further.

37. **Partnership with parents and the community**

36. Information provided for parents is satisfactory. Communications are frequent but they do not always foster positive relationships between school and home. For instance, there is little information about staff or a welcoming letter at the start of the year and there is still not enough information about the curriculum, as requested by many parents. Parents find the school very approachable if they have a problem and they appreciate the opportunities the school provides to review their children's progress. However, some parents report that the school is slow to respond to complaints.

37. Most parents are keen to be involved in the education of their children, helping them read at home and providing ingredients for food technology. Some are unhappy that since the advent of the literacy hour the use of the reading record book has declined. Annual reports on children's progress are satisfactory. Parents volunteer help with reading support of special educational needs children and running school events. There is an active Parent Teacher Association which raises valued funds for the school.

38. Parents say the school values the community. The school choir gives concerts to old people in the villages and nearby towns. Pupils are encouraged to join sports and drama clubs in the area. There are trips to local theatres and to the lighthouse and lifeboat station on the coast. Good links are maintained with the two high schools. Joint science projects, which have been started in Year 6, are completed in Year 7 when pupils have moved on. Pupils are involved with raising funds for charity and were involved over ten years in raising funds to build the village hall. Parents of pupils with special needs are kept informed of progress by both the class teacher and the special needs co-ordinator.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

40. **Leadership and management**

39. The leadership of the school by the headteacher, governors and staff with management responsibility is judged to be satisfactory. Nevertheless there are some significant weaknesses in aspects of the headteacher's role, and to a lesser extent the co-ordinators' roles, which must be addressed if the school is to raise standards further.

40. The headteacher ensures that the school runs smoothly on a day to day basis and is well supported by the newly appointed senior management team. Staff meetings are held regularly. The headteacher has put into place clearly stated policies such as the teaching and learning policy which give clear direction to teachers and parents on the school's educational philosophy. The introduction of the literacy and numeracy strategies is being managed effectively and an improvement in literacy standards is already evident. The senior management team is developing its management role effectively and teachers share a common purpose. The senior management team meets regularly and ensures that communication with all staff is clear. The management of the provision for pupils on the register of special educational needs is efficient. The co-ordinator for special educational needs carries out her role conscientiously and pupils' progress is well documented.

41. Weaknesses in the headteacher's role are to do with communication. Relationships between the headteacher and some staff and parents are strained. Each believes the other party is unsympathetic to their particular pressures and problems and this lack of understanding causes tensions within the school. A significant minority of parents who responded to the questionnaire expressed dissatisfaction with the information they receive from the school. Inspectors judged that parents are now kept appropriately informed of what is happening in school. However, letters from both the headteacher and class teachers are terse in style and do little to foster positive home/school relations.
42. The school's governing body is currently being reconstituted as a result of the transition from grant maintained status to local authority control. The previous governing body operated effectively through committees. It worked closely with the headteacher to provide a strategic view of school development and monitor the school's work, demonstrating an improvement since the last inspection. The new governing body has yet to meet this term but indications are that new members are enthusiastic and will bring appropriate areas of interest and expertise to their role.
43. The roles of the headteacher and curriculum co-ordinators in monitoring the quality of teaching and learning are under-developed. Whilst co-ordinators offer some support to colleagues through advice and the provision of resources, this aspect of management is weak, and is a significant factor contributing to the slow progress made in some subject areas. The present organisation of classes and teaching responsibilities does not allow time for teachers to work alongside colleagues in classrooms. The headteacher monitors teaching through the appraisal process but pupils' work is not systematically monitored against standards expected nationally. This is one reason for the unsatisfactory standards currently being achieved in maths and IT. In contrast, regular assessments and monitoring of progress in English have contributed to the higher standards being achieved in this subject.
44. The school has published in its prospectus a clear set of aims which express high expectations of what pupils can achieve. These aims are not fully reflected in the work of the school. For example, there is an inconsistent approach to behaviour management by individual teachers and the headteacher, despite a clear set of discipline guidelines.
45. The headteacher and governors have put in place a useful school management plan. This sets targets for pupil performance, identifies relevant priorities for development and spending and supports the governors in their strategic monitoring role. It is based on sound educational principles and represents an improvement since the last inspection. The governing body now fulfils all its statutory requirements.
46. The school provides an effective learning environment with equality of opportunity for all pupils. Relationships are generally very supportive. Pupils feel secure and routines are well established. Even so, the school lacks a strong commitment to high achievement because some staff, including the headteacher, are not fully aware of standards being achieved in similar schools elsewhere.
48. **Staffing, accommodation and learning resources**
47. The present staff are very committed, well qualified and experienced. Teaching of the under fives is

effective and is well supported by a trained assistant. Teachers covering Key Stage 1 and 2 are suitably qualified for the needs of the curriculum. They are well supported by classroom assistants including a part time special educational needs assistant. Staff are deployed effectively although little non-teaching time is made available for subject co-ordinators.

48. The procedures for teacher appraisal are satisfactory including the identification of training needs. This appraisal has not always identified the need for professional development in, for instance, co-ordinating a subject or improved behaviour management. Computers are used in class but not always with confidence.
49. The new accommodation is very good. The nursery is spacious allowing a variety of activities to take place. There is a dedicated playground. The classrooms are light and well decorated with project work and there is a central library and computer suite. These are well used and pupils know how to use them. The library is stocked with a good range of fiction and non-fiction books and there are further reading books appropriate to the age groups in each classroom. The size of the hall limits the effectiveness of PE teaching for the older and larger pupils in the school.
50. The rooms are well decorated with the exception of the hall and the reception area which is not at all welcoming. The dining room is small but adequate, as is the hard play area. As a result of the new buildings, the playground has been reduced. What is left is mainly grassed and, though well used, has limitations in wet weather, especially for the teaching of PE. Work has been done since the last report to improve the perimeter fence.
51. The school's resources are satisfactory and meet the needs of the curriculum and the range of pupils. The under fives have a good variety of stimulating toys. Recently the school has built up the range of computers and suitable software which are well used as a learning resource. The school employs sufficient additional staff to meet the needs of pupils with special educational needs. Resources are adequate and the local specialist teacher provides her own resources for lessons.
53. **The efficiency of the school**
52. The school is going through a period of transition as it returns to local authority control from grant maintained status. This is resulting in reduced funding, as a result of which some hard financial decisions have had to be made. For the most part these have been carefully thought through and the efficiency of the school is judged to be sound. Priorities within the school management plan are based on sound educational principles and take account of national initiatives such as the literacy and numeracy hour. The impact of this spending can be seen clearly in examples such as the new computer suite. Pupils are already benefiting greatly from this provision and standards are beginning to rise as a result. Expenditure on resources for literacy, linked to the teaching requirements of the literacy hour, is resulting in raised standards in English. The effectiveness of spending decisions is monitored by the headteacher and the governors' finance committee. For its part, the governors' finance committee keeps close checks on spending.
53. There are strengths and weaknesses in the deployment of staff at the school. Classroom assistants are used effectively to support the literacy hour. Their roles and responsibilities are clear and their time is well used with less able pupils and those with special needs to enable them to make sound progress. There are occasions in some other lessons however when they sit passively for long periods while the teacher is talking to the class, missing opportunities to monitor responses or

maintain records. Good use is made of specialist teaching in art in Key Stage 2 where standards are very high. Specialist music teachers are well used for instrumental tuition, choir and orchestra, ensuring that all these are of a good standard.

54. There are weaknesses in the use of the headteacher's teaching time and the rationale behind his deployment has not been based on sound educational principles. Because the school has enjoyed smaller classes in the past there has been resistance to this year's classroom organisation, even though class sizes and year groupings are typical for this size school. School planning is also based on straight year group classes. Pressure from both parents and teachers to maintain the straight year groups has resulted in a teaching organisation which does not make the best use of the headteacher's time or strengths, and reduces opportunities for monitoring and curriculum development. Teachers' non-contact time is not directed and its use is not monitored. Whilst present staff work very hard to undertake their co-ordinator roles, the state of the school's curriculum planning in general indicates that it has lagged behind most other schools nationally and much seen during the inspection had only recently been put into place.
55. The school uses its accommodation well. The school grounds have been developed attractively to support environmental education and the small dining room is used efficiently. The temporary classroom is used daily for group work and design and technology and pupils use the library regularly. Learning resources are generally well used although discussions with pupils indicated that until this year they were given few opportunities to use musical instruments in their music lessons.
56. The school's financial administration is good. The school's administrative officer is suitably experienced and a tight check is kept on spending. The last auditor's report dated July 1999 highlighted only two minor issues, both of which have already been addressed. The school runs smoothly on a day to day basis, enabling teachers to carry out their work effectively.
57. The socio-economic circumstances of the pupils are favourable and attainment on entry is broadly average. Progress through school is judged to be unsatisfactory overall in view of the slow progress in mathematics, IT, music and PE. Spending per pupil is well above average for this type of school and value for money is judged to be unsatisfactory.

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

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

58. The social development of the children who are under five is good. They play and work well together and relationships are positive. They make the transition from part-time to full-time well. Their personal and social skills are average when they enter school and these skills are developed well. The children in the reception class join the older children at lunch time, play time and in assemblies. In one lesson they were able to discuss the difference between happy and sad faces and were keen and enthusiastic to share with others what makes them happy or sad. By the time they reach the reception class children are prepared socially to follow the National Curriculum.
59. Children in both the nursery and reception class enjoy listening to stories and join in well with other pupils. In the nursery there are opportunities for children to develop their speaking and listening skills. They are learning to put up hands and take turns and suggest what to insert next into a story line. A few call out of turn but speak and listen more confidently in small groups or when playing with other children. In the reception class they join in well with the older pupils in the class and can answer the teacher in complete sentences.
60. Pupils in both the nursery and reception class are beginning to show early reading skills. They can turn pages correctly and use pictures clues for the story. There is a book corner in both classes and regular sessions are planned for pupils to hear stories, read out loud with the teacher or other adult and choose books from the class and school library. IT is used to support reading through a CD ROM which links with the reading scheme in use. All pupils know that letters have their own sounds and that words carry meaning. Most children take a book home each day to share with a parent. Nearly three quarters of pupils knew the sound of the letter C and the class have already studied the letters S, A, T this term. Early writing skills are encouraged through mark making, and copy writing activities. Progress in all aspects of this area of learning is good. Work is organised to allow different groups to make good progress and to achieve the nationally recognised learning outcomes for language and literacy by the time they are five.
61. Pupils' attainment in number is good. Many children can count and recognise numbers to five, and the most able can count and recognise numbers to ten. In the nursery pupils were counting and ordering numbers to three and in the reception class pupils were consolidating their understanding of numbers to six. The older pupils were writing numbers. Pupils are making good progress in developing numerical skills.
62. Children make satisfactory progress in increasing their knowledge and understanding of the world around them. They use construction equipment to build models and have regular opportunities to experiment with sand, water and other materials, which form the basis of scientific and technological concepts. Following a farm visit pupils were explaining the difference between adult animals and their young. They have experience with IT and standards here are good as pupils learn to operate a computer with a mouse and draw pictures. The reception children are encouraged to think of others and join in with the older children in the school at assembly and lunch times.
63. There is a special outside play area for the sole use of the nursery class and the reception children use the hall for PE lessons. There are large wheeled vehicles for the nursery pupils to use under supervision. The reception children have regular time tabled visits to the hall for PE and were

observed hopping, skipping and moving in time to the music. Most displayed good control over

their bodies and could balance on one foot in order to practise a hop. The children have opportunities to develop their fine motor control through the use of tools such as crayons, brushes, scissors and other tools. Pupils are likely to meet the learning objectives for physical development by the time they are five.

64. Children are given good opportunities to express themselves through mixing paints and showed developing skills in manipulating brushes and control over their movement. In music, the nursery children could follow a song with hand signals and suggest what should be the next line of the song. They play amicably together developing good social skills. Through role-play there are opportunities for make believe. They enjoy learning how to act out and understand characters other than themselves and the children are likely to meet the learning outcomes for creative development by the time they are five.
65. Teaching is good for the children who are under five and promotes good progress so that pupils are ready to start the National Curriculum by the time they are five. Both teachers plan the curriculum well and deploy classroom assistants to support learning. They have good subject knowledge and use this to organise resources to promote early literacy and numeracy skills.

67. **ENGLISH, MATHEMATICS AND SCIENCE**

67. **English**

66. On balance, standards in English are above average and progress is good. This represents an improvement since the last inspection and reflects the school's focus last year on implementing the government's National Literacy Strategy. Standards are average at the end of Key Stage 1 and above average at the end of Key Stage 2. Progress varies across the school. There is a good start to literacy in the reception class. Progress remains steady at Key Stage 1 and accelerates at Key Stage 2.
67. Test results from the 1999 tests at the end of Key Stage 2 show performance in English is average when compared both nationally and to similar schools. This is an improvement since 1998. The number of pupils achieving the higher levels is also average compared nationally and to similar schools. In the 1999 test results at Key Stage 1, whilst writing skills are average compared nationally and to similar school, reading is well above average and is another improvement in performance.
68. During the inspection speaking and listening skills were developed well in the reception class where pupils are encouraged to take turns in class discussion and listen carefully to each other and to their teacher. In a lesson on their class 'Big Book' pupils readily answered questions about Grandma and Grandpa and were confident to speak out to the rest of the class. Pupils maintain their confidence to speak out in the Key Stage 1 class but here they do not always listen so carefully and inspectors noted several instances where pupils carried on talking whilst the teacher was talking. Older pupils are encouraged to express their thoughts and opinions in lessons across the curriculum. Year 6 pupils reading as a class about the evacuation in 'Carrie's War' developed their ideas thoughtfully as they considered how the characters must have felt. In other lessons, pupils' listening skills do not develop as they should because the teacher does not insist on pupils listening in silence or taking

turns to speak.

69. Standards in reading are broadly average at the end of Key Stage 1 and good at the end of Key Stage 2. Progress in reading is good for most pupils. Reading skills are now being well taught through the literacy hour. The youngest pupils know the terms 'character' and 'author' and can identify in their 'Big Book'. Systematic teaching of phonics is ensuring that they are learning their letter sounds effectively and that they use them to attempt unknown words. The school uses a variety of reading material and pupils are encouraged to take their books home. In Key Stage 1, progress is slower for the less able readers. Although they are well taught in the literacy hour, they are rarely heard to read individually and their free choice reading books are not always suitable for their ability. The problem is the same for a small number of less able readers in Key Stage 2. Most older pupils however make good progress. They are taught to read with expression and with good attention to punctuation. They demonstrate positive attitudes to reading, identifying favourite authors and characters and talking enthusiastically about their books. Older juniors are beginning to skim read reference books and have developed basic library skills.
70. Standards in writing are average at the end of Key Stage 1 and above average at Key Stage 2. Progress is sound for most pupils in Key Stage 1. Year 2 pupils can write simple sentences which are generally correctly punctuated with capital letter and full stops. They are developing a legible handwriting style and through regular practice they are extending the range of words they can spell independently. Progress in writing is slower for the less able pupils in the Key Stage 1 class because the work they are given is often too hard for them. They struggle to keep up and make little progress in the lesson. Progress is good in Key Stage 2 where tasks are well matched to pupils' abilities. Pupils observed in a Year 4 class learning about similes knew that a simile made a comparison with something familiar. They were able to suggest some imaginative similes themselves and incorporate them into interesting poems. Year 6 pupils' diaries of an evacuee's experiences during the war were imaginatively written, demonstrating extended writing of high quality. Handwriting and presentation are variable at Key Stage 1 and good at Key Stage 2, where teachers have higher expectations of what pupils should achieve. Pupils have positive attitudes to writing and try hard to use imaginative vocabulary in their poems and stories.
71. The quality of teaching is good and some very good teaching was observed in the reception class and in Key Stage 2. Lessons are well planned and good use is made of the National Literacy Strategy to provide a framework for teaching, to clarify teaching objectives and to maintain a good pace in lessons. Classroom assistants provide good support for individuals and small groups. In the best lessons at both key stages the teacher's presentation is lively and enthusiastic, activities are stimulating and carefully judged to challenge pupils at their differing stages of development. Teachers mark pupils' work conscientiously and provide feedback to help pupils improve their work. Marking is particularly good at Key Stage 2 where detailed comments are written in pupils' books so that checks on progress can be readily monitored. The teaching of spelling has improved since the last inspection with the introduction of published schemes, but in general teachers do not encourage pupils enough to make independent use of word banks or dictionaries.
72. The subject is well managed by the co-ordinator. Over the past year significant time and effort has gone into the introduction of the literacy hour and to ensuring that appropriate resources are available to support it. Pupils' progress in English is assessed regularly through standardised tests and the co-ordinator has built up a portfolio of pupils' work which is assessed against national standards. These strategies enable teachers to make periodic checks on pupils' progress and support them in planning new work. The library is a sound but unimaginative resource. There is a satisfactory stock of fiction and non-fiction material available. Pupils use CD Roms to support

their research in topic work but there is little in the way of magazines, journals or posters to help them develop more advanced study skills.

74. **Mathematics**

73. Results from the 1999 tests at the end of Key Stage 2 are well below average compared with all school and very well below average when compared to similar schools. They are also well below average for the higher attaining pupils. At Key Stage 1 results are below average when compared nationally and well below average when compared to similar schools.
74. During the inspection week standards were better than this at Key Stage 1 and were average overall. They were below average at the end of Key Stage 2. Pupils' progress is unsatisfactory overall although progress is satisfactory during Key Stage 1. Pupils enter the school with below average numeracy skills and these are indicated in the base line screening carried out over the last two years. By the time they reach the end of the reception year pupils can identify numbers to five and many can match one-to-one. By the end of Year 1 pupils can add and subtract numbers to five and use coins to work out money sums. Some can identify the difference between taller and shorter things, sort shapes and write numbers clearly. The most able pupil was working with tens and units and writing number sentences. By Year 2 pupils know the difference between odd and even numbers and the most able can add, subtract and multiply number to 100. Progress in numeracy is good here as a few pupils are already working at levels above their age.
75. Pupils in Year 3 were adding and subtracting numbers to 50 and this work is below standards seen in Year 2, even though these pupils were reaching national standards by the time they took national tests in the summer. Progress in this year group has slowed down as pupils go over work already covered. Much of the work in their books is correct mathematically although poorly presented. Pupils here have little pride in their work and progress is slow. By Year 4 progress has improved and pupils work with four digit numbers and multiply by 100. Pupils in Year 5 can divide, use fractions and work with tally marks when collecting data. By the time pupils reach Year 6 work is little more than seen in Year 5 and progress has slowed again.
76. Pupils' response to learning is very variable from year group to year group and is very dependent on the teachers' skills at managing behaviour in class. The youngest pupils behave well, listen carefully to instructions and have a positive relationship with the teacher. By the end of Key Stage 1 pupils were restless in class and lacked concentration. The lessons lacked pace and rigour and pupils were insufficiently challenged by activities. Year 3 pupils still lacked good concentration skills and wasted time tapping feet and wriggling in their chairs. They had to be reminded several times to listen to instructions. Year 4 and 5 pupils behaved well, responded to lesson instructions and had good attitudes to work and learning. Year 6 pupils behaved better as the week progressed and they became used to the strategies of the temporary teacher in their class.
77. Teaching is unsatisfactory overall. It is unsatisfactory in the Key Stage 1 class and the Year 3 group. Weaknesses in organisation of year groups and agreed strategies for behaviour management affected the pace of some lessons and often work planned was not completed. Relationships at times became strained as in the Year 6 class when some boys were unable to complete set work sensibly. Teaching is good in the reception class and for the Year 4 and 5 pupils. Teachers have good subject knowledge and plan lessons well. They deployed better strategies for pupils' management and work was often more challenging in these classes. Marking in a number of classes is inconsistently done and does little to help pupils identify areas where they need to improve.
78. The curriculum is broad and follows the numeracy strategy with good attention being given to improving numeracy skills. The weekly planning follows the numeracy strategy and teachers plan

group work well. The school has recently purchased a new mathematics scheme to support teachers but this has had little time to affect progress as yet. Teachers assess pupils through yearly standardised test and end of key stage tests but little further on-going assessment is done. Data is kept by teachers and used to form work groups based on ability. Little individual planning for more able or less able pupils was evident and assessment data is not used well to plan for individual targets set and improving progress for all pupils.

79. The co-ordinator is new this term and has monitored teachers' planning but has not seen teaching in classes. Resources are adequate and IT is used to support graph work through databases and measurement and shape through control work. Each class has a classroom assistant who is usually deployed well usually to support a group in the class. Their roles and responsibilities need more careful planning to ensure greater efficiency of their time and more involvement in planning. Few pupils get additional help for numeracy support and pupils with special educational needs are not always identified as having numerical problems or supported appropriately in class.
81. **Science**
80. In 1999 tests standards were below average when compared nationally and well below when compared to similar schools. At Key Stage 1, in the teachers' assessments, standards were below average compared nationally and when compared to similar schools for average levels, but were better than this for the higher levels where in both cases they were well above average.
81. Standards during the inspection are judged to be average overall by the end of both key stages. Pupils make satisfactory progress during their time at the school. The youngest pupils were studying the changes from baby to adult in a number of different animals with different life cycles and by the end of the key stage had studied the use of medicines and food types. Year 3 pupils had been looking at how to plan healthy diets and had written up experiments in their own words. They had studied the function of teeth and drawn graphs of different types of food. By Year 4 pupils work with flexible and non-flexible materials and study how materials can change through temperature. Year 5 have investigated how different objects make different sounds and studied different gases and the importance of air in solids. By the end of Key Stage 2 pupils can conduct experiments and have observed the differences between living things, using mould as an example.
82. Pupils enjoy science and show good levels of concentration when well motivated by good teaching. Relationships are positive and pupils use the resources sensibly. At times noise rises to high levels such as in the Year 2 class pupils respond well to teacher interventions and behaviour is generally satisfactory. Teaching is satisfactory overall with some good examples of good and very good teaching in Key Stage 2. Teachers are usually well prepared and have good subject knowledge. Lessons are well planned and in the reception class the teacher used her good subject knowledge to lead a very good question and answer session, raising the expectations of what pupils could achieve. Some lessons lack opportunities for pupils to work at higher levels and marking and assessment of pupils work is unsatisfactory in some classes as it lacks consistency and does little to identify how pupils could improve their work. There was a missed opportunity to share pupils' understanding of the work on medicines in the plenary session at the end of the lesson in Key Stage 1.

83. The subject has a policy and a scheme which is matched to year groups. Each area of the curriculum is covered three times with increasing difficulty as the pupils move through the school. From observations of work books of Year 6 pupils the curriculum is well covered and the school offers a broad and balanced curriculum which teaches all the attainment targets of the National Curriculum. Marking and on-going assessment of pupils' work is unsatisfactory. Teachers do not know the pupils well and work is not planned to meet individual needs. Resources are satisfactory and the co-ordinator has a budget to replace consumable items. Teachers are generally confident to teach science and the subject is well managed by the co-ordinator who has developed an action plan to improve standards in subjects.

OTHER SUBJECTS OR COURSES

85. Information technology

85.

84. Standards are below expectation at the end of both key stages. By the end of Key Stage 1 some pupils can word process text and create pictures in a painting programme. Pupils have also used graphing programs to create graphs of party food. There was no evidence of pupils moving a programmable robot around the floor. By Year 3 pupils can type text and change the font. They are able to use the mouse and keyboard with increasing confidence and consider the layout of the text before printing. Work in this year is at national expectation. Year 4 and 5 pupils were observed entering data into a data base but this involved only typing skills and did little to progress pupils beyond level 2 work. There was no opportunity for pupils to collect and analyse their own data from a survey they had carried out. By the end of Key Stage 2 pupils can type letters and import word art which is in line with expectation. Year 6 pupils when interviewed remembered using the floor robot and moving a turtle around a screen making patterns. Pupils felt that they often did more complicated work at home and that IT work at school was easy. Pupils are making unsatisfactory progress throughout the school.

85. Pupils enjoy using computers and are enthusiastic about using the equipment. They confidently sort out problems such as printer jams and software problems. They work well together and share ideas and expertise. Most are well behaved but occasionally unchallenged by work set them such as in Year 6 when clear criteria were not set out for them to research information using a CD ROM.

86. In lessons seen teaching was satisfactory. Lessons are planned and resourced appropriately. Some teachers are confident and have good subject knowledge, having prepared lessons well. Good relationships with pupils provide on-going support and encouragement for pupils to try out new ideas. However work is not consistently saved or printed out to provide evidence of standards achieved and teachers do not mark or assess pupils' work. As a result lessons do not build on the skills that pupils already have to enable good progress to be made.

87. Most areas of the curriculum are taught over time and pupils spoke of using a range of different software and learning new skills. Teachers do not record how well pupils are doing and this is a weakness as teachers cannot build on prior attainment. All pupils work at the same level and work is not set for different ability groups nor is the information gained about pupils' standards from discussion or simple assignment used to plan for the next stage of learning.

88. Co-ordination of the subject has been weak but the newly appointed co-ordinator has a wide range

of experience in leading this subject and in developing professional expertise where teachers are less confident. He plans to introduce a system for assessing and monitoring standards across the school and supporting staff in teaching this subject. Resources are adequate but at present there is no equipment in the school for teaching control and monitoring to the older pupils. At present the subject does not support other areas of the curriculum although some word processing techniques learnt were used in a literacy session to type verbs in colours and different fonts.

90. **Religious education**

89. Very little evidence of RE was seen during the inspection week. Very little work was kept from previous terms and no lessons were observed being taught. From the work seen in pupils' books from this term progress is satisfactory overall. From an early age pupils learn about special things and events and celebrate Christian festivals such as Christmas, harvest and baptism. Although there was little evidence of recorded work in Key Stage 1 pupils talk about their experiences in lessons in RE and in circle time and this aids their personal and social development. At Key Stage 2 progress is satisfactory. The curriculum is broadly Christian based and pupils learn about the parts of the church. They compare Christian symbols from different denominations and have begun to study other religions such as Buddhism.

90. The subject is now well co-ordinated and the schemes of work based on the locally agreed syllabus are now in place. Teachers now plan for the subject on a termly basis and the co-ordinator has checked through review of work books that the subject is now taught in every class. The school has recently agreed the policy for RE. The co-ordinator is developing the collection of artefacts and resources to support the subject and has a budget for resources. Staff are not confident about teaching RE and will require support and training. The co-ordinator has produced resource boxes and a support pack to support staff in the short term. The resources are appropriate at the moment but will need building up to support the teaching of other major faiths and religions of the world.

92. **Art**

91. Because of the timing of the inspection near the start of the school year, there was a limited amount of this year's work on display and only two art lessons were seen. Work on display from last year confirmed inspectors' judgements that work is of a high standard and pupils make good progress through the school. Progress is very good at Key Stage 2 where the subject co-ordinator teaches across the age range. This represents a significant improvement since the last inspection.

92. Striking displays around the school, both two dimensional and three dimensional, have strong visual impact, enhance the school environment and demonstrate the good progress from year to year. Animal paintings based on work in science were painted carefully in bold colours by Year R pupils. In Year 2, pictures of rainbow fish, based on a literacy hour story, demonstrated the progress in pupils' colour mixing skills. In Years 4 and 5 pupils had produced water colour self portraits of a very good standard. Careful use had been made of tone and colour as pupils had worked to match skin tones closely. A study of pupils' sketch books showed that they had had opportunities to plan, experiment and refine their work before attempting their final piece. Year 6 paintings based on the work of surrealist artists were of a very high standard.

93. Other displays, for example the 3D models of bugs made by last year's pupils, demonstrated the good range and variety of materials and techniques pupils experience in their art lessons. All

around the school there is evidence of work with pattern and design, vibrant use of colour and careful attention to detail.

94. Teaching is judged to be good overall and pupils' attitudes are very positive. Lessons are well planned and little time is wasted in getting out and putting away art materials. There is an appropriate balance between teaching skills and techniques and allowing pupils to experiment and respond in their own way. A Year 6 lesson based on surrealist art followed a visit to an exhibition at the Norwich Castle Museum. Good resources included examples of paintings by Dali and Magritte which stimulated pupils' interest. The well structured series of lessons that followed ensured that pupils were clear about what was required and had an understanding of the skills needed.
95. The subject is very well managed by the art co-ordinator who provides excellent support for teachers. Carefully produced resource packs support the curriculum for each year group. It is planned to ensure that pupils are offered a good range of art activities within the year. As yet there are no formal assessment procedures for art.
97. **Design and technology**
96. Only a few lessons were seen at Key Stage 2 and no lessons at Key Stage 1. There was very little evidence of work around the school from which to make judgements. From the lessons and work seen progress is satisfactory overall and expectations of pupils to work with a variety of tools and equipment in Key Stage 2 are good. Pupils are involved in design and make skills and evaluate products to learn how things are put together. Pupils are progressing and developing skills and techniques and using a variety of different materials with which to work including food, wood, clay and plastics. The oldest pupils learnt how to use a drill and glue gun safely. Pupils are enthusiastic about design and technology and listen to instruction carefully. Behaviour was good and pupils worked well together, sharing resources and learning different techniques from each other. They helped each other hold wood and tools when fixing pieces together.
97. Teaching was satisfactory in the lessons seen. The work is planned to develop pupils' confidence and understanding of how to use a variety of tools and work with different materials, for example the lesson seen on building a stable structure using straws with pipe cleaners to support the corners. Most pupils came up with individual designs through experimentation and sharing of ideas. These were discussed with the teacher. Numeracy skill are used well, such as measuring in the lesson on decorating biscuits. In this lesson clear instructions were given to the pupils and they were reminded about health and safety issues, such as in the lesson on drilling and using a hot glue gun when cutting and joining wood together.
98. The subject has a high priority for teaching time as it shares a session with IT enabling staff to split a class group in two. Whilst this is beneficial to the teaching of IT through shared timetabled resources it is a little wasteful of staff time and expertise for design and technology. Termly plans are used and the subject receives adequate coverage over time. Assessment of pupils' standards is done through observation of their work during lessons and the outcome of models that they make. The subject also benefits from the use of a specialist room which allows resources to be stored safely. The classroom space is used well and set up as a workshop enabling pupils to get a better understanding.

100. **History and Geography**

99. Because of the very limited amount of evidence available it was not possible to make a judgement on progress at Key Stage 1. Progress at Key Stage 2 was judged to be good and this represents an improvement since the last inspection. The co-ordinator for history and geography has put in place clear guidelines for what should be taught in each year group, providing useful support for teachers.
100. A scrutiny of pupils' work since the beginning of term indicates that the schemes of work are being followed conscientiously. In history for example, the youngest pupils in the reception class are developing an understanding of the past appropriately by comparing what they could do as babies with what they are able to do now. They use photographs of themselves and record their ideas with the teacher's help. Their work is well presented. Older pupils in Year 5 demonstrated good progress in their ability to use a range of historical sources to gather information about the sinking of the Mary Rose. The newspaper articles produced as a result of their study were lively and imaginative and demonstrated a good understanding of the events and characteristics of the period. Pupils were enthusiastic about their work and curious about the lifestyle of the Tudor sailors. Similarly, Year 4 pupils studying settlements in geography could use the information gained from a study of building materials used in different countries to give clues about each country's climate. They were interested and co-operative.
101. Teaching is judged to be good overall although one unsatisfactory lesson was observed at Key Stage 1. All teachers display good subject knowledge. The best teaching is marked by challenging and interesting activities well matched to pupils' interests, and high expectations of behaviour. In these lessons pupils co-operate well as they study their sources of evidence. The teacher extends their learning with probing questions and moves around the class to support individual pupils. In the unsatisfactory lesson observed on grid references, progress was slow because pupils spent too much time chattering and not enough time working. Teachers in Key Stage 2 mark pupils' work carefully but there are no assessment procedures in place to enable the co-ordinator to monitor standards across the school.

103. **Music**

102. The school has a strong musical tradition which parents value. The choir and orchestra have regular opportunities to perform in assemblies and local musical events. A good range of instrumental lessons are provided by visiting teachers. The response is good and the instruments currently being learned include the flute, brass, percussion and the violin. The choir and the orchestra were observed performing to a good standard. The part they play in the life of the school contributes positively to pupils' spiritual and cultural development. Pupils make good progress in these lessons and their expertise and enthusiasm supports progress in class lessons.
103. In spite of the many musical opportunities that the school provides, pupils do not make the progress they should across the full range of the music curriculum because they have not been taught systematically in the past. There is no scheme of work in place to ensure that skills are developed from year to year. Discussions with pupils confirmed inspectors' impressions that music lessons last year consisted mainly of singing and few pupils had had opportunities to play musical instruments, compose or appraise their work.

104. This year, music is being taught by the new music co-ordinator. She has worked very hard to produce a scheme of work for the term for each class to ensure a more rounded musical education. The quality of teaching is sound. In a lesson seen in Year 6, pupils were working in groups producing a musical score to a series of cartoons they had drawn previously. The lesson was well planned and the activity interesting. Pupils were able to choose from a satisfactory range of good quality percussion instruments. Even so, progress was unsatisfactory because pupils had had little experience with the instruments and some had difficulties co-operating with each other in the small groups. For the most part pupils' attitudes towards music are satisfactory. Most listen carefully but all lessons observed in both key stages were spoilt by a small number of pupils who talked out of turn or fidgeted. There are no formal procedures in place for assessing pupils' progress.
106. **Physical Education**
105. It was only possible to observe a small number of lessons in PE during the inspection, only one of which was an outdoor games lesson. It was therefore not possible to make a judgement on progress in games to ascertain whether there has been any progress since the last inspection, in which the development of games skills was judged to be unsatisfactory. In the one lesson observed at Key Stage 1, pupils demonstrated appropriate levels of control in their warm up activities. They could throw and catch a medium sized ball with reasonable accuracy and were developing a sound awareness of space.
106. Other lessons observed were held in the school hall. Progress is satisfactory at Key Stage 1. The youngest pupils in the reception class can skip and hop, and combine a sequence of movements in time to music. Progress is slower for pupils at Key Stage 2. Whilst their control of movement and gymnastic skills are being developed appropriately through well planned activities, the size of the hall limits what can be achieved within a lesson. For example, Year 4 and 5 pupils working on the apparatus demonstrated good jumping and landing skills when working independently, but were unable to turn their exercises into a sequence of linked movements because of lack of space. Time was wasted whilst they waited for their turn to work on the only two pieces of apparatus for which there was room. Similarly Year 6 pupils working on creative dance could not complete the exercise because the room was too small. Pupils' attitudes to PE are mainly positive. Most take their work seriously and try hard to improve the quality of their movements. A small number of pupils in both key stages spoil the lesson for others by being silly.
107. The quality of teaching is sound. Lessons are well planned and teachers' instructions are clear. Teachers demonstrate teaching points effectively and make good use of other pupils to explain what they are expecting to see. There are no systems in place for assessing progress in PE.
108. The co-ordinator for PE has had little time to develop the subject because of other more pressing management responsibilities in the last year. There is a scheme of work in place to support teachers' planning but there are no opportunities for monitoring or development at present. A criticism made in the last inspection was that arrangements for pupils who do not have their kit are inadequate. The school now keeps spare kit but not all teachers know where to find it, nor do all dress appropriately for their lessons. Provision made for swimming and for outdoor pursuits is satisfactory. There is an appropriate range of extra curricular activities planned within the year but there is no provision for after school clubs this term.

110. **PART C: INSPECTION DATA**

110. **SUMMARY OF INSPECTION EVIDENCE**

109. The team consisted of three inspectors, including a lay inspector, who spent a total of 10 inspector days in school. The inspection team:

- spent 23 hours observing 41 lessons, hearing children read and reviewing their work;
- attended a sample of registration sessions;
- attended assemblies and a range of extra-curricular activities;
- had lunch with the pupils on most days;
- observed pupils arrival at, and departure from, school;
- observed all teachers at least once and most several times;
- had discussions with the headteacher, teaching and non-teaching staff, the chair of governors and other governors;
- reviewed all the available written work of a representative sample of three pupils from each year group and heard three pupils read from each year group;
- held informal discussions with pupils;
- analysed a large amount of documentation provided by the school, both before and during the inspection, including:
 - the school prospectus;
 - school policies;
 - the Governors' Annual Report to Parents;
 - minutes of governors' meetings;
 - financial statements;
 - the School Development Plan;
 - subject policies and planning;
 - pupils' reports and records, including special educational needs records;
 - the schools' previous inspection report and governors' action plan
- held a meeting attended by 20 parents and considered responses from 39 parents to a questionnaire asking about their views of the school. A number of additional letters were considered before and during the inspection.

· **DATA AND INDICATORS**

· **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
· YR – Y6	139	0	17	14
Nursery Unit/School	16	0	0	3

· **Teachers and classes**

· **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	6.50
Number of pupils per qualified teacher:	21.38

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

Total number of education support staff:	5
Total aggregate hours worked each week:	72

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

Total number of qualified teachers (full-time equivalent):	0.5
Number of pupils per qualified teacher:	16

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

Total number of education support staff:	1
Total aggregate hours worked each week:	16
Average class size:	27.8

· **Financial data**

Financial year:	1999
	£
Total Income	372904
Total Expenditure	364824
Expenditure per pupil	2498.79
Balance brought forward from previous year	5226
Balance carried forward to next year	13306

PARENTAL SURVEY

Number of questionnaires sent out: 100

Number of questionnaires returned: 39

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	23	56	10	8	3
I would find it easy to approach the school with questions or problems to do with my child(ren)	41	44	13	3	0
The school handles complaints from parents well	13	36	31	15	3
The school gives me a clear understanding of what is taught	13	54	13	10	10
The school keeps me well informed about my child(ren)'s progress	21	51	8	15	5
The school enables my child(ren) to achieve a good standard of work	15	69	13	3	0
The school encourages children to get involved in more than just their daily lessons	28	46	15	10	0
I am satisfied with the work that my child(ren) is/are expected to do at home	10	41	21	21	8
The school's values and attitudes have a positive effect on my child(ren)	28	56	10	5	0
The school achieves high standards of good behaviour	21	44	28	3	5
My child(ren) like(s) school	41	59	0	0	0