

INSPECTION REPORT

RUARDEAN C of E PRIMARY SCHOOL

Ruardean, Gloucestershire

LEA area: Gloucestershire

Unique reference number: 115647

Headteacher: Mrs Jane Watkinson

Reporting inspector: Steve Hill
21277

Dates of inspection: 22nd to 24th May 2000

Inspection number: 188887

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	School Road Ruardean Gloucestershire
Postcode:	GL17 9XQ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. C. Davies
Date of previous inspection:	17 th June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ruardean is a small primary school in the village of Ruardean in the Forest of Dean. It provides full time education for 88 pupils aged from 4 to 11 in three classes in the main school. Children generally start school in September of the academic year in which they will be five. Most of these pupils come from within the Parish of Ruardean, and a few come from further afield. In addition, ten pupils attend the special unit, Ruardean Language Centre, at the school, which caters for children with specific speech and language difficulties from across the Forest of Dean area. Most of these pupils are aged between 4 and 8, and are closely integrated with the younger children in the main school. Including the pupils in the unit, 33 pupils are on the register of special educational needs, and 7 of these have statements. Both these figures are above average. All pupils have a home language of English and the majority are of white, United Kingdom heritage. Apart from the pupils who attend the Language Centre, pupils' attainment on entry is broadly average. Pupils' social circumstances are also broadly average, although the number entitled to free school meals (just over 8%), is below average.

HOW GOOD THE SCHOOL IS

This is a very good school. Standards are high in work and behaviour, and teaching and learning are very good. The school is well led and managed and provides very good value for money.

What the school does well

- Standards are generally high, and the vast majority of pupils attain the expected standards in English, maths and science.
- Teaching and learning are very good.
- The school is well led and managed.
- Pupils have very positive attitudes to school, and behave very well, because of the very positive ethos promoted by staff.
- The provision for pupils who have special educational needs, both in the main school and within the Language Centre, is very good.
- Pupils are very well cared for.
- Procedures for assessing pupils' achievements are very good and are used well to plan suitable work for them.

What could be improved

- Pupils' progress in information technology (IT) is patchy, and not enough use is made of IT to support learning in other subjects.
- The role of the subject co-ordinators in monitoring standards and teaching in their subjects is under-developed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in June 1996 has been good. Teaching has improved significantly; there is no longer any unsatisfactory teaching, and the proportion of very good (or better) teaching has increased considerably, from 27% to 65% of lessons observed. High standards have been successfully maintained, and have shown improvements in some areas. All the key issues from the previous inspection have been addressed successfully. Assessment, which was then a weakness, is now a strength of the school. Teaching is monitored systematically and effectively by the headteacher, although the role of subject co-ordinators in this needs to increase. The monitoring of progress and achievement at the end of Key Stage One and the beginning of Key Stage Two is much improved, and has eliminated the elements of unsatisfactory teaching and weak standards observed at the time of the previous report.

The headteacher and staff have a clear view of the priorities for future improvement and are well placed to continue to improve. Suitable targets have been set for this, including challenging targets for results in national assessments.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests. "Similar schools" means those with a similar proportion of pupils who are entitled to free school meals.

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

Key	
In the highest 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Results of tests for pupils at the end of Key Stage Two are above average. The changes in results from year to year are generally due to fluctuations in the ability of pupils within the relatively small cohorts. Results of tests at the end of Key Stage One have been much weaker, but for the last few years each group has included several pupils from the Language Centre. While pupils in the mainstream classes have usually done well, the weaker language skills of pupils from the Centre have depressed the overall statistical pattern. The provisional results for seven-year-olds who have been assessed this year indicate that all pupils, apart from those who attend the Language Centre, gained the expected standard in reading, writing and mathematics, and some achieved higher than this.

Inspection evidence confirms that standards are high in most lessons and subjects. Standards are above average in English, maths and science at the end of each key stage. A particular strength is that very few pupils fail to gain the nationally expected standards (of level 2 at Key Stage One and level 4 at Key Stage Two), and a satisfactory proportion gain the higher standards (of level 3 at Key Stage One and level 5 at Key Stage Two). Pupils in the Language Centre make very good progress and attain higher standards than their initial attainment would indicate. This results in the majority of them being re-integrated into their local mainstream schools, well before the end of Key Stage Two. During the inspection, particular strengths in work seen were in music at the end of Key Stage Two and in poetry. A relative weakness is in information technology, although most pupils just reach national expectations by the end of each key stage.

In the light of their overall attainment on entry, pupils achieve well, gaining higher standards than might be expected in most subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, work hard and participate enthusiastically in a wide range of activities. They are proud of what they achieve.
Behaviour, in and out of classrooms	Behaviour is generally very good. Occasional incidents of unacceptable behaviour are dealt with quickly by staff, and pupils respond positively. Pupils are polite, friendly and helpful.
Personal development and relationships	Relationships are very good throughout the school. All pupils get on well with each other and work well together, regardless of ability or gender. Pupils show respect and tolerance for each other. The integration of pupils from the Language Centre into the school is a particular strength.
Attendance	Good for the vast majority of pupils.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
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Lessons seen overall	Very Good	Very Good	Very Good
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Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching and learning are very good. During the inspection, teaching was never less than good, and none was unsatisfactory. Sixty five percent of teaching was very good or better, including 12 percent which was excellent. The teaching of literacy and numeracy is very good, drawing very effectively on the national strategies; this supports very good learning and high standards. The needs of all pupils are met well, and the teaching of pupils with special educational needs is very good, both within the Language Centre and in the rest of the school; they learn very effectively so that few pupils fail to gain expected national standards. Relationships are very good and pupils are managed very effectively, so they are keen to learn, behave well and work hard. Teachers use a very good range of teaching methods, enthusing their pupils with an interesting and varied range of tasks. Planning is very good and assessment is used very well. This means that lessons are very well organised and work is very well matched to pupils' needs. Pupils respond positively to this, concentrate well and work at a good pace. Pupils learn well independently or collaboratively, and have a very good understanding of their own learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very broad, and a wide and interesting range of relevant experiences is provided. Particular strengths are the contributions of visits to a range of venues outside the school, and of visitors such as artists and writers. Provision for all pupils to have equal access to the curriculum is very good. Weaknesses are in the use of IT in different subjects, and in designing and evaluation within design and technology. Extra-curricular provision is good.
Provision for pupils with special educational needs	This is very good, both within the main school and in the Language Centre. Pupils make very good progress, because of very good teaching, and work that is carefully planned to meet their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social and moral development is very good. Provision for cultural development is good, and for spiritual development it is satisfactory. There are many strengths in the provision for their personal development. Pupils enjoy taking responsibility, and contribute well to the positive ethos of the school community.
How well the school cares for its pupils	The day-to-day care for pupils is very good. Staff know and support pupils well, and provide a happy, safe environment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very clear educational direction to the school, and is supported by an effective team of teachers and other staff, who work together well for the benefit of all the pupils. The school development plan is of very good quality, and provides a clear focus for improvements in provision and standards. Monitoring of teaching and standards is good, and is improving, but there is a need to involve subject co-ordinators more in this process.
How well the governors fulfil their responsibilities	Governors support the school well and fulfil their responsibilities effectively.
The school's evaluation of its performance	This is very good. Careful evaluation of indicators such as the results of national tests is undertaken. Information is used effectively to improve provision. The school community is well aware of the strengths and weaknesses in its work.

The strategic use of resources	These are generally used very effectively. Skilled support staff make a significant contribution to the pupils' learning, although very occasionally insufficient use is made of them in the introductory sessions of literacy and numeracy lessons. The staff work hard to ensure that any limitations in the accommodation do not impact upon pupils' learning. The school works effectively to ensure that it obtains the best value from all its resources. Financial planning is clearly linked to the school's educational priorities.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Standards are good and children make good progress. • Teaching is good and teachers are very approachable. • Pupils' positive attitudes and values are developed very effectively. • The contribution of the Language Centre to the work of the school is very good. 	<ul style="list-style-type: none"> • A minority of parents, particularly parents of the younger children, feel the school does not provide a wide range of extra curricular activities.

The inspection team agrees with parents' positive views. In comparison with schools generally, the provision for extra curricular activities is good, particularly for such a small school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high and the vast majority of pupils attain the expected standards in English, maths and science

1. During the inspection, standards were often high in the lessons observed, particularly in English, maths and science. This confirms the results of national assessments, which are consistently above average at the end of Key Stage Two, and are above average this year at the end of Key Stage One. Scrutiny of pupils' work confirmed these above-average standards. A particular strength is that far fewer pupils than average fail to meet the expected levels of the national curriculum. This is due to the very good support given to pupils with special educational needs, and the careful targeting of work to match these needs. Good support is provided for all pupils who find work difficult, so that they achieve better than would be expected in the light of their achievement on entering school.
2. The school has worked hard since its last inspection to improve further its already good standards in English. Standards in reading are good throughout. Pupils are enthusiastic readers who enjoy reading at home with their parents, who actively support the school's efforts in this area. Pupils confidently talk about their favourite authors and effectively describe the main characters and events in their books. Older pupils pair with younger pupils to successfully support their reading. By the end of Key Stage 2, pupils have appropriate knowledge of how to seek out information from a library, although sometimes this aspect is underdeveloped. Writing is good throughout the school. Pupils, from a young age, successfully write for a wide variety of purposes. For example, pupils in Year 2, after studying the use of alliteration, effectively create their own humorous tongue twisters for the rest of the class to enjoy. They use good descriptive words, particularly when creating their own fairy stories, for example, "the cellar was damp and cool, dark and frightening". The writing of pupils at the end of Key Stage 2 is often very good, particularly in their use of personification in their poetry. For example, "The mouse's icy breath coils in the bitter air, biting its tail as its shivers". They create very good imagery in their writing. For example, "a small wind blew across the room, unsettling the dust from a broken plate". However, except in the youngest class, presentation of written work is sometimes disappointing at both key stages. It does not always reach the high standards attained in other aspects of English. Standards in speaking and listening are good. Pupils respond very well to the many and varied opportunities for them to develop these skills, particularly in the Literacy Hour, when they share text with their teachers and when they demonstrate new learning in the plenary sessions at the end.
3. In mathematics, pupils are making good progress, particularly in their understanding of number, their mental arithmetic skills, and in using and applying their mathematical knowledge and understanding. They develop a ready feel for number, and quickly learn basic addition and subtraction at the start of the school. By the time they are in the oldest class, they are secure in their understanding of the four rules, and can apply them effectively to a range of problems and investigations. They know their multiplication tables well. They make good use of their skills in a range of other subjects, such as when studying co-ordinates or direction in geography, in analysing their own performance in physical education, or when handling the results of experiments in science. They use their knowledge of graphs to present information effectively and understand how the calculation of a mean can help make sense of results.
4. In science, pupils gain a good understanding of the range of scientific concepts, based on a well-planned range of practical experiences. They come to an understanding of why a test needs to be fair before they get to the oldest class. By the time they leave school, they have a good understanding of how to devise such tests, and are able to analyse the results and conclusions of experiments thoughtfully. They can identify different possible interpretations for what they observe, based on a good understanding of experimental design. They make good use of their numerical and literacy skills to write about their understanding and what they have done.

5. Only a limited range of lessons in the different subjects was seen during the inspection, but standards were generally high in most lessons. It is clear that pupils attain high standards in music by the end of the school. In an excellent lesson observed with Years 5 and 6, pupils learned and sang a new song accurately and quickly, and developed this by singing in two parts, while their classmates played an accompaniment on chime bars, clarinet and recorders. They were able to analyse their own performance in terms of the texture of the piece, and used their understanding to make a similar analysis of two very different pieces of recorded music. In a very good art lesson on weaving natural materials, younger pupils at Key Stage One showed good skills in manipulating materials, learned a new technique quickly, and produced finished work of a high standard for their age. Pupils in the middle class showed good understanding of maps during a geography lesson. All pupils, even the youngest Year 2 pupils in the class, were able to accurately mark on a map the walk they had done around the village. Older, Year 4 pupils showed a secure understanding of the differences between physical and human features of a landscape, and explained their understanding clearly.
6. Weaker areas in pupils' attainment are their patchy progress in IT, and their design skills in design and technology, particularly in recording their designs.

Teaching and learning are very good

7. Teaching and learning are very good. During the inspection, teaching was never less than good, and none was unsatisfactory. Sixty five percent of teaching was very good or better, including 12 percent which was excellent.
8. The teaching of literacy and numeracy is very good, drawing very effectively on the national strategies; this ensures very good learning and high standards in English and mathematics, and supports high standards in other subjects. Subject knowledge is good for all teachers in these crucial areas. In English, a particular strength of teaching is poetry, so that by the end of the school pupils have a good understanding of the conventions of poetry, and produce work of high quality. For example, in a very good lesson with Years 5 and 6, pupils made great strides in their understanding of simile and metaphor using a Ted Hughes poem as a model. The teacher's very good subject knowledge, enthusiasm and very high expectations promoted very positive attitudes to the work from the pupils. In mathematics lessons the mental arithmetic sessions at the start of each lesson are taught very well. Teachers often make very effective use of small whiteboards and pens for each pupil. This is very effective in maintaining a brisk pace, keeping all pupils fully involved in the lesson, and ensuring a high level of challenge. Pupils join in very enthusiastically in such sessions, and make very good progress in their mental skills.
9. The needs of all pupils are met well, based on thorough assessments and very good planning. Work is chosen carefully so that higher attaining pupils are challenged by more difficult work. Pupils who struggle are given work that is easier, but still provides them with a suitable challenge. Teachers work very effectively as a team, and pupils are sometimes moved into a different class for a lesson, because the work there will offer them the right level of challenge. For example, in a literacy lesson during the inspection, the highest attaining pupils in Year 1 joined with Year 2 pupils in another class to do more difficult work.
10. The teaching of pupils with special educational needs is very good, both within the Language Centre and in the rest of the school. Sensitive support is given to pupils by teachers and by non-teaching staff. Pupils in the mainstream classes learn very effectively, so that few fail to gain expected national standards. In the Language Centre, there is high quality provision given by all adults. The teacher is extremely well organised, and the excellent range of resources is used imaginatively. Together, these mean that pupils learn very well and achieve much higher standards than might be expected from their attainment when they start in school.
11. Relationships are very good and pupils are managed very effectively, so they are keen to learn, behave well and work hard. Teachers show consistent respect and concern for their pupils, who respond by treating both adults and their classmates with similar respect. Teachers respond very

sensitively to pupils' contributions to lessons, and successfully encourage them to listen to each other tolerantly and to respect each other's views. They successfully pose pupils challenging questions or invite pupils' opinions about quite complex issues. Pupils know that their opinions will be valued and are consequently confident when offering suggestions or attempting to answer questions, even when they are unsure about their correctness. As a consequence, teachers' high expectations of work and behaviour are generally met by a very positive response from pupils, who are keen to do well and take a pride in their success.

12. Teachers use a very good range of teaching methods, enthusing their pupils with an interesting and varied range of tasks. Pupils learn well independently or collaboratively. Teachers set clear targets and share these with pupils, so that they have a very good understanding of their own learning.
13. Minor weaknesses in teaching are in the use of IT, where teachers' subject knowledge is not so secure as in other subjects, and in the occasional over-long session at the start of lessons, when pupils sit still for too long, and begin to fidget towards the end of the session. This is sometimes what prevents good lessons from being very good.

The school is well led and managed

14. The headteacher provides very clear educational direction to the school, and is supported by an effective team of teachers and other staff, who work together well for the benefit of all the pupils. Subject co-ordinators work hard to give support to colleagues and have contributed effectively towards the high quality planning in the school. The co-ordinators for literacy and numeracy have led colleagues effectively in introducing the national strategies, which are now effectively supporting the high standards of teaching and learning in these subjects. Governors support the school well and fulfil their responsibilities effectively.
15. The school development plan is of very good quality, and provides a clear focus for improvements in provision and standards. It clearly identifies time scales, sets goals for evaluation based upon clear criteria, and focuses on the most important issues. A significant strength is the inclusion of systems for evaluating progress, so that it is a very effective working document. Links to the budget and to financial planning are good.
16. Monitoring of teaching and standards is good, and is improving, but there is a need to involve subject co-ordinators more in this process. The headteacher has made a good start on monitoring teaching, and is giving feedback to colleagues about both individual and general points; this has helped maintain and improve the high standards in teaching throughout the school. A thorough analysis has been undertaken of the results of national assessments. Weaknesses in pupils' answers have been analysed in detail, and modifications made to the curriculum to address these. For example, the science curriculum has given more weight to pupils' repeating measurements to ensure accuracy, and to work on balanced forces, since the co-ordinator identified these as areas where pupils did not perform well.
17. The school is constantly seeking to improve its provision through careful analysis of what it does, and is not complacent about its accomplishments. For example, although behaviour is generally very good, there are nonetheless sometimes incidents of unsatisfactory behaviour. The school is planning to undertake an audit of such incidents, and of behaviour generally, before producing an up-dated policy and attempting to improve its systems to ensure good behaviour even more consistently.
18. The school's resources are generally used very effectively. Skilled support staff make a significant contribution to the pupils' learning, although very occasionally insufficient use is made of them in the introductory sessions of literacy and numeracy lessons. The staff work hard to ensure that any limitations in the accommodation do not impact upon pupils' learning. The school works effectively to ensure that it obtains the best value from all its resources.

Pupils have very positive attitudes to school, and behave very well, because of the very positive ethos promoted by staff

19. The school has a very good ethos and promotes pupils' social and moral development very well. Because of this pupils are highly motivated, their behaviour is very good and they get on well with each other and with adults in the school.
20. This positive ethos is based on respect, care and high expectations. These principles are consistently applied throughout all aspects of the school's work. The school is a happy community and humour is frequently used in lessons. The friendly and relaxed atmosphere, very good relationships and the respect that all adults show the pupils encourage them to work hard and try their best. Pupils enjoy coming to school and have positive views about their lessons and the activities they take part in.
21. Very good provision is made for moral development. Pupils are given many opportunities from an early age to discuss issues relating to right and wrong. The success of the provision can be seen by the pupils' very good behaviour around the school and in lessons. They are polite and friendly towards each other, staff and visitors. Books and displays are treated with respect. When pupils handle the artefacts brought in for lessons they do so with care. Those pupils who have acknowledged behaviour difficulties are dealt with effectively and sensitively by teachers. Teachers take time to explain the need for good behaviour and use effective strategies to focus pupils' attention. This means that these pupils settle to their tasks and make good gains in their learning.
22. Pupils have very good attitudes to work. They concentrate very well, persevere with tasks, and are keen to improve their work. They follow their teachers' instructions carefully, so little time is wasted as they settle to their tasks. Pupils are keen to share their knowledge, and answer questions with enthusiasm.
23. Provision for social development is also very good. Teachers treat pupils with courtesy and acknowledge acts of kindness to themselves and others; they provide good role models for the pupils. From an early stage the idea of sharing, caring and respect is promoted. Pupils from the Language Centre are easily accepted by their peers, and well integrated into class groups; this makes a significant contribution to their social development. Pupils listen well to the views of others. They show initiative and confidently express their views in the knowledge that they will not be ridiculed by their peers. Pupils willingly take on responsibility. For example, Year 6 pupils, as members of the school council, recently organised events that involved the whole school and the parents. They successfully raised money for people in Mozambique. All these aspects have a very positive impact on developing pupils' self-confidence and self esteem.

The provision for pupils with special educational needs, both in the main school and in the Language Centre, is very good.

24. The school is successful in ensuring that all pupils with special educational needs make very good progress in the light of their age and ability. A particular strength of the school is the complex but very successful integration programme. This ensures that all pupils with special educational needs, including the most able, reach their full potential both academically and in their personal and social development. A good example of this is when pupils, both in mainstream classes and in the Centre, are very carefully assessed in English and mathematics. They are then placed, according to ability and with appropriate well-focused support if necessary, to work in sets with other pupils at the same level. Pupils are seen to benefit greatly from this in their very good attitudes to their work. Despite the short concentration span and serious difficulties of many of these pupils, they are keen to succeed and they make purposeful contributions in lessons.
25. Provision for these pupils is very well managed by the headteacher, who is the special needs co-ordinator, and by the teacher in the Language Centre. They work very closely together, and with all other teachers and the speech therapist for the Centre, to ensure that the difficulties of pupils with special educational needs are very well known and suitably differentiated work is available at all

times. As a result of the very good teaching, which fosters very good relationships and the production and monitoring of very detailed individual education plans, pupils' progress is very carefully tracked. Very detailed records are compiled, which include assessment of pupils' strengths, difficulties and targets for development. These are regularly reviewed in the light of progress and extra assessments are undertaken if necessary.

26. Many pupils with special educational needs have been identified as having speech and language difficulties. Another good aspect to the teaching is the very effective use of role-play to develop good speaking and listening skills. A very good example of this is the follow-up to a visit by younger pupils to a Victorian classroom at a local museum. Pupils engaged in worthwhile role-play, using a very good variety of suitable resources and artefacts, such as smocks and mop caps, dip pens and chalk boards and their interest and motivation were immediately engaged. This had a very good impact on their learning.
27. Parents are kept well informed and are very positive in their support for special educational needs at the school. Summaries of individual education plans are produced specifically for parents, so that they are very well informed about the targets set for their children. Parents agree that the inclusion of the Language Centre has brought many benefits for all pupils. Home/School booklets enable very good liaison on many aspects of each child's development, including, for example, celebrating achievement and showing parents where they can work with the school to support medical or behavioural issues.

Pupils are very well cared for

28. The day-to-day care of pupils is very good. Teachers know their pupils very well and show very high levels of concern for their well-being. They have created a safe and happy school with a purposeful learning environment. Because of this, pupils will readily ask for help and guidance.
29. Very good attention is given to health and safety in lessons and throughout the school. Pupils are taught the importance of safe practice, especially when moving between the mobile classrooms and the main school site. They wait for an adult, cross the road sensibly and shut the gate behind them.
30. The medical needs of pupils are very well catered for and records are well maintained. Very good attention is given if they fall over and hurt themselves or have felt unwell while they are at school. Teachers ensure that they speak to the adult who is collecting the pupil to give a full account of the incident. There is a clear and detailed child protection policy. The headteacher is the designated person and procedures are correctly followed.
31. The well-structured induction programme for pupils starting in the reception class fully involves parents, and ensures that pupils settle quickly into the routines of school life. The good liaison with the local secondary school means that pupils who transfer there are familiar with their new school, and this eases the transition to their next stage of education.

Procedures for assessing pupils' achievements are very good, and are used well to plan suitable work for them

32. Central to the school's efforts to raise standards is the development of an effective way of assessing pupils' work, in order to judge the progress they are making over time and the targets that need to be set, in order for them to improve further.
33. The school's policy for assessment has recently been reviewed and very good procedures are in place to track, monitor and support both academic and personal development. The school already keeps for each pupil, a useful booklet with samples of assessed work which allows progress towards targets to be tracked over time. Teachers are confident in using assessment data to set relevant learning objectives (details of what exactly pupils are intended to learn) and to plan different work matched to the needs of different pupils, including those with special educational needs. After undergoing moderation exercises to learn how to successfully level pupils' work,

teachers ably analyse results in national tests. They then carefully modify the curriculum to take account of any difficulties that they have identified and set realistic targets for improvement. These targets are shared with pupils and parents.

WHAT COULD BE IMPROVED

Pupils' progress in information technology (IT) is patchy and not enough use is made of IT to support work in other subjects

34. The school has improved provision in information technology over the last year. Staff have received extra training, equipment has been improved and upgraded, and a firmer basis put in place to support staff in planning. The subject co-ordinator, despite having many other responsibilities in the school, has organised developments well, and given good support to her colleagues. The standards have improved, and pupils at the end of Key Stage One meet national expectations for the subject. At the end of Key Stage Two, the majority of pupils are just meeting the national expectation overall, but there are gaps in their knowledge. The current pupils in Year 6 have been taught most of the relevant strands of the national curriculum, or there are plans to cover these by the end of the year. For example, they have made a start on using a spreadsheet, know how to use the various features of a graphics program, and can save and print out their work confidently. They are starting to use the internet, and know how to access it, although during the inspection technical problems, which were not resolved, prevented them from getting on line to display their skills.
35. Despite covering a wide range of aspects of IT, pupils get too few opportunities to practise their skills in other subjects. This not only deprives them of opportunities to consolidate their understanding of IT, but means that some opportunities to develop aspects of the other subjects are neglected. For example, few instances occur of pupils using a word processing package as a matter of course when writing in English, or in other subjects. Scrutiny of work suggests that, although standards in writing are good, and pupils' use of writing in other subjects is good, they have too few opportunities for drafting and re-drafting work. Using a word processor more frequently would provide good opportunities for re-drafting, as well as enabling them to make their skills in IT more secure. Year 6 pupils working on the computer during the inspection, for example, knew that in principle text could be moved around, but could not remember how to do it. Similarly, they knew that a program they needed was on a compact disc, but could not work out how to run it on the computer they were using. Although pupils know the different capabilities of the graphics program they use, they have not had the chance to develop their skills in using it, and the finished results they produce are mostly of a low standard. Pupils do, however, have a satisfactory understanding of the way in which IT can be used in everyday life. By the end of Key Stage Two, they are able to discuss the advantages and disadvantages of IT as compared with other methods of working and, for example, show a good insight into some of the possibilities of the internet.
36. Although staff have received some good training on the different aspects of IT, some still lack confidence in some areas, and need more support. The co-ordinator is well aware of this, and has a clear long-term plan for continuing to improve provision and standards in the subject.

The role of the subject co-ordinators in monitoring standards and teaching in their subjects is under-developed

37. Co-ordinators provide good support to colleagues, and have made a good start in monitoring aspects of their subjects. They have, for example, looked at planning in their subjects to ensure curriculum coverage, and have intervened to change some of what is happening as a result of this, to ensure better progression in what pupils are taught year by year. Co-ordinators for English, maths and science have looked at results of national assessments in detail, and have made modifications in the curriculum as a result of weaknesses they have identified. However, outside these subjects, there is currently no systematic method for co-ordinators to get a grip on exactly what standards are being achieved by pupils of different ages in the different classes. Except in English and maths, where a good start has been made on monitoring teaching, mostly by the

headteacher, co-ordinators have no way of knowing about the quality of teaching in their colleagues' classes, or the different ways in which teachers may be interpreting their planning. This means that they often have no clear basis for knowing exactly what are the strengths and weaknesses in their subjects. Consequently, it is difficult for them to target their support where it is most needed, either in terms of particular aspects of the subject, particular aspects of teaching, or to particular colleagues. This means that best use is not always made of co-ordinators' generally high levels of expertise.

38. The school is aware of the need to develop the role of the co-ordinators, and plans are in place to do this in the autumn term. This will be in conjunction with another school (a Beacon School) where there is particular expertise in this field.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the current very good provision the school should, in line with priorities in the school development plan,

1. Improve progress in information technology by:
 - a. Making more use of pupils' current skills to support work in different subjects across the curriculum.
 - b. Identifying more clearly and in more detail how IT can be used to support pupils' learning in each subject and each year group.
 - c. Providing further training for staff as needed.
 - d. Continuing to implement the elements of the long term plan for the subject.

2. Improve the monitoring of standards and teaching by:
 - a. Providing opportunities for subject co-ordinators to observe their colleagues' teaching, as time and funds permit.
 - b. Developing procedures for subject co-ordinators to look systematically at examples of work in their subjects from pupils of different abilities in each age group.
 - c. Recording the results of a and b above, and ensuring that issues are fed back to all staff, so that improvements can be made.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	53	35	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		98
Number of full-time pupils eligible for free school meals		8

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		7
Number of pupils on the school's special educational needs register		33

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	6.3

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	7	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	7	7	7
	Total	9	9	9
Percentage of pupils at NC level 2 or above	School	72	72	72
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	7	7	7
	Total	9	9	9
Percentage of pupils at NC level 2 or above	School	72	72	72
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	4	5	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	4
	Girls	5	4	5
	Total	7	7	9
Percentage of pupils at NC level 4 or above	School	77	77	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	3	4
	Girls	5	4	5

	Total	9	7	9
Percentage of pupils at NC level 4 or above	School	88	77	100
	National	67	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	79
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	19.6
Average class size	24.5

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	66

Financial information

Financial year	98-99
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	£
Total income	195475
Total expenditure	193930
Expenditure per pupil	2255
Balance brought forward from previous year	16790
Balance carried forward to next year	18335

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	98
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	2	2	0
My child is making good progress in school.	56	42	2	0	0
Behaviour in the school is good.	42	52	2	4	0
My child gets the right amount of work to do at home.	32	58	10	0	0
The teaching is good.	68	28	0	4	0
I am kept well informed about how my child is getting on.	44	44	6	4	2
I would feel comfortable about approaching the school with questions or a problem.	72	22	2	4	0
The school expects my child to work hard and achieve his or her best.	64	32	4	0	0
The school works closely with parents.	46	44	6	4	0
The school is well led and managed.	44	50	2	4	0
The school is helping my child become mature and responsible.	50	44	6	0	0
The school provides an interesting range of activities outside lessons.	34	46	12	6	2

Other issues raised by parents

A number of parents praised the work of the Language Centre.