

INSPECTION REPORT

**Matlock Bath Holy Trinity CE Primary School
Matlock**

LEA area: Derbyshire

**Unique Reference Number: 112841
Inspection Number: 188970**

Headteacher: Mr R Grindrod

Reporting inspector: Mr G R Alston

Dates of inspection: 4 - 6 October 1999

Under OFSTED contract number: 707184

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	14 Clifton Road Matlock Bath MATLOCK DE4 3PW
Telephone number:	01629 582862
Fax number:	n/a
Appropriate authority:	Derbyshire County Council
Name of Chair of Governors:	Mr R Bostock
Date of previous inspection:	May 1996

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Mr A Smith, Lay Inspector		Attendance Attitudes, behaviour, personal development Support, guidance, pupils' welfare Partnership with parents and the community
Mrs V Whittington	English Information technology History Geography Music Religious education	Curriculum and assessment Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources

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REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

1-3

Characteristics of the school
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

4-19

Attainment and progress
Attitudes, behaviour and personal development
Attendance

Quality of education provided

20-52

Teaching
The curriculum and assessment
Pupils' spiritual, moral, social and cultural development
Support, guidance and pupils' welfare
Partnership with parents and the community

The management and efficiency of the school

53-70

Leadership and management
Staffing, accommodation and learning resources
The efficiency of the school

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five	71-81
English, mathematics and science	82-107
Other subjects or courses	108-148

PART C: INSPECTION DATA

Summary of inspection evidence	149-151
Data and indicators	

MAIN FINDINGS

What the school does well

- The quality of teaching is good; in one lesson in six it was very good. No teaching was

Where the school has weaknesses

- I. There are no formal systems in place to monitor the teaching or learning in order for the headteacher and governors to effectively evaluate the work of the school.
- II. The school development plan is only for one year; it is not costed and there are no time scales set indicating when developments are to be completed.
- III. There is not sufficient equipment or an appropriate area for outdoor play for children under five.
- IV. The parents of pupils with special educational needs do not receive sufficient information on the progress that their children are making.
- V. Current assessment and recording procedures do not give a clear picture of pupils' achievements in the foundation subjects and religious education.
- VI. The school brochure does not report on pupil attendance.

The weaknesses are far outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The school has made a considerable improvement in the areas of concern highlighted in the last inspection report and almost all of them have been dealt with fully. There has been a concerted effort to improve the provision for information technology. The school has invested heavily in equipment and training, and the coordinator has developed a good scheme and assessment procedures. As a result standards have risen and all areas of the Programmes of Study are appropriately covered. There has been an increase in the range of fiction books for pupils in lower Key Stage 2, and resources are now adequate. The school has established a good curriculum framework ensuring continuity across the school, but some schemes of work that have been reviewed and are not yet fully implemented. The school has introduced satisfactory strategies and a strong commitment to make further improvements in many areas; for example, by introducing the National Numeracy Strategy and further improving its resources for information technology. The school has set itself high targets to help pupils do better in national tests and is on target to achieve them. The school is well placed to maintain and to further improve standards.

Standards in subjects

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

Performance in:	Compared with all schools		Key
		<i>Well above average</i>	A
		<i>Above average</i>	B
English	B	<i>Average</i>	C
Mathematics	A	<i>Below average</i>	D

This information shows that standards are well above average nationally in mathematics, and in English and science they are above average. Due to such small numbers of pupils taking the tests it is not reliable to compare the school's results with those of schools with pupils from a similar background. Inspection findings reflect test results. Results in 1999 show a further improvement. Since the last inspection, above-average standards have been maintained. In information technology pupils' attainment at the end of Key Stage 2 is in line with national expectations. In religious education, pupils reach the level expected by the locally agreed syllabus by the end of both key stages. Overall, the under-fives make good progress in the reception class and, by the time they reach compulsory school age they achieve slightly higher than expected standards in their personal and social development, language and literacy, mathematics and their knowledge and understanding of the world. In their physical and creative development they achieve expected levels. By the end of Key Stage 2, pupils' standard of work is above the level expected for their age in art, design and technology, geography, history and music. Due to the way the timetable is organised it was only possible to see one physical education lesson. Therefore, no judgement could be made on standards or progress by the end of Key Stage 2. Pupils with special educational needs make good progress in Key Stage 1 and satisfactory progress in Key Stage 2.

Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	n/a	Good	Good
Information technology	n/a	Satisfactory	Satisfactory
Religious education	n/a	Good	Good
Other subjects	Good	Good	Good

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

The school has successfully maintained the overall good quality of teaching achieved in the last inspection. No unsatisfactory teaching was seen. Teaching in the school is generally good, being particularly strong for under-fives, and pupils in Key Stage 1 and in Years 5 and 6. In all lessons the teaching was satisfactory or better; being very good in 17 per cent of lessons. For children under five in the reception classes and in Key Stage 1, the teaching in all of the lessons was at least good and in 13 per cent was very good. In Key Stage 2, the quality of teaching was good in 50 per cent of lessons, and in 25 per cent was very good, with 25 per cent of lessons of satisfactory quality. The quality of teaching is greatly enhanced when teachers have additional support in the classroom. Due to how the curriculum is organised and the short period of the inspection it was not possible to judge the teaching of geography and history across the school, or in physical education in Key Stage 2.

Other aspects of the school

Aspect	Comment
Behaviour	All pupils behave well, exhibiting good levels of self-discipline in and

	around school.
Attendance	Satisfactory; around the national average.
Ethos*	There is a warm, caring atmosphere; pupils are well motivated and show great interest in their lessons; relationships are very good. <u>There is a strong commitment to high achievement.</u>
Leadership and management	Sound; governors are supportive; the dedicated headteacher leads well; staff work very hard. There are no formal systems to monitor or evaluate the work of the school. Attendance rates are missing from the school brochure.
Curriculum	Good; there is effective planning. For the under-fives there is a strong emphasis on literacy and numeracy, but a lack of facilities for regular outdoor play.
Pupils with special educational needs	Work is generally appropriately planned to meet pupils' needs; satisfactory individual education plans are in place; there is good help from support staff in Key Stage 1.
Spiritual, moral, social & cultural development	Good; there is strong provision for developing pupils socially, morally and culturally.
Staffing, resources and accommodation	These are at satisfactory levels. Resources are at least adequate in all subjects. The inside of school is clean and attractive with bright displays. There is a lack of both equipment and an appropriate area for outdoor play for under-fives.
Value for money	Good in view of the above-average standards achieved the above-average income, effective teaching and the overall good progress made by pupils who have average attainment on entry.

* *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
VII. The school encourages parents to play an active part in the life of the school.	XII. The provision for pupils with special
VIII. Parents are well informed of pupils' progress.	XIII. It is not easy to approach the school
IX. The school's values and attitudes have a positive effect on pupils.	XIV. The standards which pupils achieve.
X. Pupils enjoy going to school.	
XI. The school encourages pupils to get involved in more than just their daily lessons.	

Inspectors' judgements support parents' positive views. They do not support the views in two of the areas in which concern was expressed. The school has an open-door policy, and many parents come into school and engage in informal discussions with staff concerning worries and problems. Pupils achieve high standards and make good progress. Provision for pupils with special educational needs is good in Key Stage 1, but a lack of support staff at times restricts the progress they make in Key Stage 2.

· **KEY ISSUES FOR ACTION**

In order to further improve upon the good quality of education the school provides its pupils the governors, headteacher and staff should:

·
1. Further improve the management by:

XV. implementing a systematic formal approach to the monitoring of teaching, learning and curriculum development;

XVI. developing a more active role for the governing body in monitoring and evaluating the work of the school;

XVII. devising a three-year development plan reflecting the school's priorities and incorporating costings, time scales, monitoring and evaluation procedures and success criteria.

(paragraphs 55, 56, 57)

2. Provide appropriate resources and an adequate area for children under five to enjoy structured outdoor play.

(paragraphs 29, 73)

3. Improve the provision for pupils who have special educational needs by:

XVIII. ensuring that parents are regularly informed of the progress being made towards the targets set in their individual education plans;

XIX. extending into Key Stage 2 the good support provided in Key Stage 1.

(paragraphs 27, 44, 49)

4. Devise effective procedures for the assessment of and recording of pupils' achievements in foundation subjects and religious education.

(paragraph 34)

5. Ensure that the school brochure includes information on pupils' attendance.

(paragraph 56)

· In addition to the key issues above, the following less important areas should be considered for inclusion in the action plan. These are identified in:

· paragraph 64 - replacing non-fiction books in Key Stage 1;

paragraph 64 - access to CD-ROM for pupils in Key Stage 1;

paragraph 37 - the dismissal of pupils and its impact on assemblies;

paragraph 92 - reading records lack detail of strengths and weaknesses;

paragraph 64 - hazards in the playground;

paragraph 29 - no scheme of work specifically for under-fives.

· **INTRODUCTION**

· **Characteristics of the school**

1. Since the previous inspection, which took place in April 1996, one of the two teachers has retired and has been replaced. Matlock Bath CE School provides education for pupils in the four to 11 age range. There are 56 pupils in the main school, 30 boys and 26 girls. The school is situated in the village of Matlock Bath and serves families in the surrounding area. The school was built in 1971 and has two classrooms. There is no nursery, but there are four children who are under five in the reception class. Children start in the reception class in the September of the year of their fifth birthday. Most pupils come from owner-occupied properties, although a small minority come from rented accommodation. Very few pupils have a parent of another culture. Most pupils attend a local playgroup before starting school and children's attainment on entry, when judged by the school's own assessment of these children, is in line with the nationally expected level for their age. Four pupils have special educational needs at Stage 2 or above in the Code of Practice. None of these pupils has a full Statement of Special Educational Need. A further two have been identified at Stage 1 in the Code of Practice. At present there are two pupils (four per cent) who are eligible for a free school meal. This is well below the national average.
1. The priorities the school has identified are concerned with introducing the National Numeracy Strategy, curriculum development, assessment and target setting.

Aims of the school

2. The aims of the school are to 'provide an atmosphere and environment where children and others are stimulated to work and learn'.

"We aim to achieve this by giving our students a balance between practical experience, experiments, activities and opportunities to create artistically through drama, art, music and language. Any child requiring extra support will be given it, so that the targets set by the National Curriculum are attainable for everyone".

3. **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
			1
1998	3	4	7

3. National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils at NC Level 2 or above	Boys	2	2	2
	Girls	4	4	4
	Total	6	6	6
Percentage at NC Level 2 or above	School	89	89	89
	National	80	81	84

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	2	2	2
	Girls	4	4	4
	Total	6	6	6
Percentage at NC Level 2 or above	School	89	89	89
	National	81	85	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
	1998	3	4	7

3. National Curriculum Test		English	Mathematics	Science
Results				
Number of pupils at NC Level 4 or above	Boys	2	2	2
	Girls	3	3	3
	Total	5	5	5
Percentage at NC Level 4 or above	School	71	71	71
	National	65	59	69

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	2	2	2
	Girls	3	3	3
	Total	5	5	5
Percentage at NC Level 4 or above	School	71	71	71
	National	65	65	72

3.

3. **Attendance**

Percentage of half days (sessions)			%
missed through absence for the	Authorised	School	3.6
latest complete reporting year:	Absence	National comparative data	5.7
	Unauthorised	School	0.6
	Absence	National comparative data	0.5

3.

3. **Exclusions**

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

3. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	17
	Satisfactory or better	100
	Less than satisfactory	0

3. **PART A: ASPECTS OF THE SCHOOL**

3. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

3. **Attainment and progress**

3. In the 1998 national tests the proportion of pupils at the end of Key Stage 1 reaching the expected level (Level 2) and above was well above the national average in reading, in line in writing and below in mathematics. The proportion of pupils achieving the higher level (Level 3) was also well above the national average in reading, in line in writing and below in mathematics. The results in 1998 were below those of the previous two years, when they were above average; this reflects the higher than normal numbers of special educational needs pupils whom took the test in Year 2 in 1998. At the end of Key Stage 2, the proportion of pupils achieving the expected level (Level 4) and above was well above the national average in mathematics and above in English and science. The proportion of pupils achieving the higher level (Level 5) was well above the national average in English, mathematics and science. Because of the small numbers taking the tests it is not reliable to compare the school's results with those in schools that have pupils with similar backgrounds. Trends over the past three years show a significant rise from 1996 to 1997 and a fall in 1998. The results in 1997 were better because there was a higher proportion of more-able pupils in the Year 6 class than is the norm for the school. Inspection findings reflect test results at the end of Key Stage 2, but pupils' attainment at the end of Key Stage 1 is better.
4. On their entry to the school, the attainment of most children is around the level expected for their age, although there is a wide range of abilities. Overall, the under-fives make good progress in the reception class and, by the time they reach compulsory school age, they achieve slightly higher than expected standards in their personal and social development, language and literacy, mathematics, and knowledge and understanding of the world. A lack of outdoor play facilities restricts the progress in children's creative and physical development. However, most children achieve the expected levels in these areas of development. The majority of children are confident and articulate in talking, and enjoy listening to stories. In reading, they are familiar with letters and their sounds, and can compose simple sentences in their writing. In mathematics, they can understand number values and recognise numerals to 20. They share equipment well and are beginning to work collaboratively. They are developing good attitudes to learning, sustain concentration, persevere with their work and show some independence. There is sufficient planning for continuity and progression between both members of staff to link the small steps required to achieve the skills laid down in the Desirable Learning Outcomes.
5. Overall, pupils' attainment in English by the end of both key stages is above the national average. Progress is good in speaking, listening, writing and reading. By the end of Key Stage 1, pupils' attainment is above the national average in reading, writing, speaking and listening. By the end of Key Stage 2, attainment is above average in reading and writing and well above in speaking and listening. By the end of Key Stage 1, pupils listen carefully, and the majority speak confidently when making responses. By the end of Key Stage 2, the majority contribute well to class discussions and are able to explain clearly what they have learnt. In reading, all pupils show a developing enthusiasm for books and display an appropriate range of strategies for becoming independent readers. By the end of Key Stage 1, the majority of pupils can successfully read from a range of texts. The most fluent, confident readers can discuss the meaning of what they have read and explain which parts they have particularly enjoyed. By the

end of Key Stage 2, pupils have good library skills, and are able to use scanning and skimming skills successfully to find information. In writing, by the end of Key Stage 1, most pupils can express their ideas clearly. Standards in spelling, handwriting and the use of grammar are good. By the end of Key Stage 2, most pupils can write for different purposes, producing interesting, lively accounts. Spelling and handwriting are good. Higher-attaining pupils produce a range of writing including stories, book reviews and formal/informal letters.

6. Pupils' attainment in mathematics is above the national average by the end of both key stages. All pupils make good progress in both key stages. In Key Stage 1, pupils are competent in shape recognition and using mathematical language. They have a good understanding of the place value of tens and units and can competently add and subtract two and three figure numbers. By the end of Key Stage 1, good progress is being made in number and in solving problems. All pupils can measure using non-standard measures and are starting to use standard units. By the end of Key Stage 2, pupils are confident with mental recall of their tables and can multiply and divide large numbers accurately. Most pupils are developing their own strategies for solving problems and can explain their reasoning. All pupils make good progress in probability, fractions, decimals, and graphs, reaching levels above those expected for their age. Data-handling skills are good and in many instances pupils use appropriate computer programs well. Pupils' knowledge of shape, space and measures is good.
7. In science, pupils' attainment by the end of both key stages is above the national average. Overall, their progress is good. By the end of Key Stage 1, pupils are developing a good scientific approach and exhibit sound skills in observation and communicating their findings. By the end of Key Stage 2, pupils' ability to recognise the need for a fair test, and to plan and carry out their own experiments and select relevant equipment is good. Pupils have a well-developed science vocabulary and good investigative skills. They have good knowledge of the natural world, materials and their properties, and the physical world.
8. In information technology, pupils' attainment is in line with national expectations by the end of both key stages and their progress, including that of pupils with special educational needs, is satisfactory. By the end of Key Stage 1, most pupils are confident in using a computer and understand the basic functions of the keyboard and a mouse. Pupils can use a range of programs and programme a 'floor robot'. By the end of Key Stage 2, the majority have a sound facility with desktop publishing, and creating a database and spreadsheet. They have appropriate skills in word processing, and can save their own work, find information on the CD-ROM and use icons and menus. They can use a sensor effectively.
9. By the end of both key stages, attainment in religious education is in line with standards expected in the locally agreed syllabus. The majority of pupils, including those with special educational needs, make satisfactory progress. Pupils have a wide knowledge of Christianity and a satisfactory knowledge of other religions, such as Judaism and Hinduism. They are able to discuss their own views and feelings about such matters as 'blindness' and the effect they can have on people's lives.
10. Since the last inspection high standards have been maintained in reading, writing and mathematics in Key Stage 1. Pupils' attainment has been raised in information technology in both key stages due to a high investment of money on resources, and time in training the staff. Standards in English, mathematics and science have been maintained in Key Stage 2. At the end of both key stages, the standard of pupils' work is better than the level expected for their age in art, design and technology, geography, history and music. It was not possible to make a judgement in physical education. This shows in all these subjects that standards have been

maintained. Progress in lessons is always at least satisfactory, and in the majority it is good. Over time, pupils make good progress in art, design and technology, geography, history and music. Pupils display good creative skills developed through art, music and design and technology. It was not possible to make a judgement in physical education in Key Stage 2, but pupils in Key Stage 1 make satisfactory progress. There is no significant difference in the progress made by boys and girls.

11. Across the school, pupils' literacy skills are given sufficient emphasis in other subject areas. Pupils' writing skills are used well. Sufficient opportunities are provided for pupils to write at length and for different purposes; for example, in science and history. Likewise, there are numerous opportunities for reading for information. The learning in many subjects is enhanced by opportunities to use research skills; for example, in history and geography. Pupils' numeracy skills are used effectively to classify, compare and measure in several subjects; for example, in art, design and technology, geography, information technology and science. The school is on course to meet the high targets it has set itself for literacy and numeracy.
12. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans in Key Stage 1 and satisfactory progress in Key Stage 2. In Key Stage 1, this is because tasks in the classroom are planned effectively by the teacher to meet their needs and the classroom assistant provides good support. For example, in Year 2, when pupils were using money to gain an understanding of the value of different coins. In Key Stage 2, there are no support staff and at times the tasks that voluntary helpers are asked to carry out do not fully meet pupils needs.
13. **Attitudes, behaviour and personal development**
13. The findings of the previous inspection report regarding pupils' positive attitudes, behaviour and relationships have been maintained. Pupils make good progress and achieve higher levels than expected in their personal and social development by the time they are five. Children are settling very well in reception and quickly establish effective relationships with staff and other children. They learn to share equipment and take turns, for example testing materials to find out which one was best to make a shadow puppet. The children understand and accept the routines and are keen to be involved in all activities; they maintain concentration and behave well. They are becoming confident and independent putting on coats and dressing for physical education. Staff are good role models for the children and are consistent in their approach. The children know exactly what is expected of them and are developing some independent working habits and skills.
14. Pupils' attitudes to learning are good throughout the school. For example, as part of a religious education lesson in the upper years class, pupils displayed high levels of interest in first considering and then describing where their names originated. In the classroom, pupils listen attentively to their teacher as well as each other. They are interested in their work, particularly when it provides them with pace and challenge. Pupils are proud of their work, and are eager to show it to visitors. They are cooperative both in the classroom and at break and lunch times. Where the curriculum or teaching provides for paired or group work, pupils respond well, supporting one another with positive and kind comments. On a few occasions, some pupils find it difficult to sustain their concentration and motivation to complete work within the time allocated. This occurs at the end of some of the longer sessions for younger pupils.
15. Overall, pupils' behaviour is good. The under-fives are well integrated into the school and mix

very well with all age ranges within the school. For example, at break times pupils interact with each other across all the school years in a harmonious manner. During the inspection period pupils were seen to behave well and quickly settled to work with positive effort. For example, in a lower-school class studying shadow puppets, the mixed groups worked very well collaboratively, effectively deciding upon the plot and characters they would need to create. Pupils are courteous and polite both in the classroom and in other areas around the school and grounds. They know the difference between right and wrong. They show respect for their own and other people's property as well as for others' values and beliefs. There were no ethnic or racial-mix difficulties observed in the school. Classrooms are sometimes a little noisy but generally very purposeful. The school has a positive approach to behaviour control, which is known and accepted by all. Most parents at the meeting with inspectors and in replies to the questionnaires supported the school's behaviour approach and expressed the view that it was very good across the school. There have been no exclusions from the school in recent years.

16. Relationships between adults and pupils and between the pupils themselves are very good. This was demonstrated by the polite and pleasant manner in which adults, including the inspectors, were treated both in the classroom and around the school. For example, in the dining hall at lunch time pupils are respectful to mid-day supervisors and eager to explain the lunch time system to inspectors.

17. Personal development of pupils is good throughout the school. However, there is greater opportunity for the upper school in this area. Pupils willingly accept responsibilities, acting as classroom monitors, tidying up and helping the staff to prepare. For example, older pupils arrange the hall at lunch times; this includes setting out tables etc., clearing away and general positive organisational awareness. The quality of attitudes, behaviour, relationships and personal development, across the school, is a strength and does much to enhance the education the school provides.

18. **Attendance**

18. Attendance is satisfactory and in line with the national average. Unauthorised absence is in line with the national average. Registration is effectively and efficiently organised, and pupils settle quickly to their tasks. Registers are marked correctly and show no patterns of absence by individuals or across class or year groups. Pupils arrive in school on time and lessons start and generally finish on time. The levels of attendance and satisfactory punctuality have a positive effect upon the quality of pupils' learning.

19. **QUALITY OF EDUCATION PROVIDED**

19. **Teaching**

19. In the previous inspection the quality of teaching was judged to be good and the school has maintained this high standard. A number of factors have contributed to the consistently good quality of teaching. The new member of staff is of good quality and staff training in the school has been beneficial in consolidating the teaching of English, mathematics and information technology. The school has recently invested a large amount of money to improve its provision for information technology across the school. Because of the way the curriculum is organised and the short period of the inspection it was not possible to judge the teaching of geography, history across the school, or physical education in Key Stage 2.

20. Teaching in the school is generally of good quality in the vast majority of classrooms and in all subjects. There were no lessons where the teaching was unsatisfactory, and in 70 per cent of lessons it was good. In 17 per cent the teaching was very good. For children under five in the reception class, the teaching in all of the lessons was good and in 13 per cent of lessons was very good. In Key Stage 1, the teaching in all lessons was good and in 13 per cent of lessons seen it was very good. In Key Stage 2, the quality of teaching was satisfactory in 25 per cent of lessons, being good in 50 per cent of lessons and very good in 25 per cent. The teaching of under-fives, at Key Stage 1 and for pupils in Year 5 and 6 is particularly strong. The quality of teaching is greatly enhanced when teachers have additional support in the classroom.
21. A strength of the teaching is the ability of teachers to present lessons in an accessible, exciting way, which immediately attracts and holds pupils' attention. For example, in a literacy lesson when pupils were studying different writing styles they were read extracts from a diary written many years ago by a relative of the teacher. Pupils have many opportunities to show initiative and be responsible for their own learning. This is the case in science, for example, when pupils were asked to build an efficient filter to clear muddy water. The best lessons clearly build on previous learning and are successful in enabling all pupils to make good progress. Design and technology lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and proceed at a good pace. In one very good lesson, pupils effectively use their skills in design and knowledge of water wheels gained from their science project in making a working model of a water mill. Discussion and questions are used well to challenge pupils and check understanding. In religious education, a strength is the great value teachers place on pupils' contributions. Good use is made of pupils' own experiences, which often helps develop the content of the lesson and makes it more meaningful.
22. Teachers have a good knowledge and understanding of all the subjects they teach. In a music lesson of good quality, the teacher effectively demonstrated her own expertise in the subject, helping pupils to gain a good understanding of the effects of high/low and fast/slow sounds in composing music. Planning is of a good standard, providing effective coverage, balance and breadth. Teachers plan for a period of weeks; this is particularly effective where teachers plan together. There is good continuity between those lessons that are part of a series; for example, in English and mathematics. The introduction of the National Literacy Strategy has consolidated the teaching of English, developing clearly focused lessons that end with effective plenary sessions to check on and extend pupils' learning. The teaching of mathematics is good, and effective use is made of verbal and mental activities to give pace to the lesson in line with the National Numeracy Strategy.
23. The management of pupils in the classroom is generally very good, and most teachers achieve high levels of discipline. A variety of teaching methods are used effectively to achieve good levels of concentration, and create an industrious learning environment. In mathematics, individual teaching is very effective. It encourages and supports pupils, who as a result can make good progress. Teachers and pupils use their time well. When support staff or parent helpers are present they are used productively. Resources of satisfactory quality are used effectively.
24. Relationships between teachers and pupils are very good and there is mutual respect. In the teaching of the under-fives, teachers value greatly children's efforts and responses. In art, teachers intervene effectively whilst pupils are working in order to challenge their thinking, pose open questions leading pupils forward with their work, or provide positive feedback. Praise and encouragement from teachers to their pupils prevail throughout the school in all lessons. This does much to motivate pupils and enhance their learning.

25. Homework is used consistently and supports the work in classrooms. The regular use of homework is effective in promoting the development of reading, spelling, number work and occasionally geography and history. The reading diary provides a good link between home and school. Parents are happy with the amount of homework given and expressed this view at their meeting with inspectors.
26. There are no pupils with a Statement of Special Educational Need, but there are a small number of pupils on the special educational needs register, mostly in Key Stage 2. Individual education plans exist for all pupils who are at Stage 1 and above. They are appropriately planned and structured and identify achievable and realistic goals. Satisfactory support for these non-statemented special educational needs pupils is provided by well-matched tasks planned by the teacher which enable pupils to make at least satisfactory progress towards the targets set for them. In Key Stage 1, these pupils receive one-to-one support in the classroom. The quality of this support is good, enabling them to make good progress and giving them access to all areas of the curriculum.

Curriculum and assessment

27. The school provides a broad and balanced curriculum and meets all statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. Appropriate provision is made for sex education and awareness of drug misuse; this provision effectively promotes understanding. The curriculum has been improved since the last inspection, when the key issues for action included the need to establish a curricular framework to show how subjects and topics are organised within and across key stages. This key issue has been largely addressed, and planned developments in curriculum and assessment show that the school is well placed to improve further over the next few years.
28. The curriculum for children under five is appropriate and effective. Staff plan together well to cover all the Desirable Outcomes of Learning. However, aspects of creative and physical development are restricted due to limited access to sand and water play, and there is no safe, enclosed outside area. Children benefit from a suitable variety of individual and group tasks. Good use is made of the schools' assessment of children on entry in providing appropriate learning opportunities for individuals. There is no early-years policy or scheme of work that is explicit for the under-fives. Children under the age of five are prepared well for the next stages of their education.
29. At both key stages the quality of the curriculum is generally good, with appropriate time allocated. It provides pupils with a good education that promotes their intellectual, physical and personal development and prepares them well for the next stage of their education. There are adequate policies and schemes of work for all subjects, although some are due for review. Long- and medium-term planning is now satisfactory within the curricular framework, but subject coordinators are not given time to monitor classroom practice in their areas of curriculum responsibility.
30. The school has responded appropriately to the national strategies for the teaching of literacy and numeracy. High priority is given to the teaching of reading and writing. This is beginning to raise standards in Key Stage 1 particularly, although standards were already high in the school. Daily well-organised literacy and numeracy sessions are taught in each class. The numeracy strategy is in the early stages of implementation and teachers are careful to ensure that an appropriate balance of practical activities, especially in the early years, is carried out.

The integration of song, rhyme and role play into several lessons is a strength of the teaching of the under-fives and in Key Stage 1; it aids meaning and supports pupils' understanding within the learning process.

31. The school ensures that all pupils have equality of access to the curriculum, and high-attaining pupils are given appropriate challenge. This is most noticeable with older pupils in Key Stage 2. Procedures for identifying pupils with special educational needs are adequate. Staff set clear learning objectives and working very effectively as a team. Individual education plans are sufficiently detailed. They are reviewed regularly, but some parents are not yet fully involved in the process. The quality of support for pupils with special educational needs is sound overall.
32. Assessments to determine what children understand and can do are carried out when children enter the reception class. This provides an indication of early attainment and helps the teacher to plan so that all pupils make the best possible progress. In all other classes assessment to plan for the next stage of learning for each pupil is not as effective as there is no clear record of what pupils know, can do or the skills they have.
33. The previous inspection reported good arrangements for assessing, recording and reporting pupils' achievements. This has not been maintained, although appropriate arrangements are in place for English, mathematics, science and information technology. Whilst pupils still assemble a portfolio of chosen work, no context or level of achievement are provided and, as a result, progress is often unclear. For example, pieces of writing are not judged in terms of the level the pupils have reached. A new system for recording pupils' achievement has been introduced, but is in the early stages of implementation and as yet is inconsistent in its use across the school. Although day-to-day assessment is satisfactory in most classes, it is inconsistent in quality and the results are insufficiently linked to planning for pupils, particularly in the mixed Year 3/4 group, where sometimes progress is not as good. In developing new systems for assessment the school has initiated target setting for individuals, but this is in its early stages. Assessment in reading development does not give a clear picture of pupils' strengths and weaknesses and there is little assessment information recorded in the foundation subjects or religious education. As a result the continuity of teaching in these subjects is insecure.
34. The curriculum is enhanced by the involvement of a specialist musician and parental support within the school. Extra-curricular provision includes recorders, cycling proficiency, sporting events and a French club. Older pupils use computers during break and at lunch time. This provides a valuable opportunity for them develop skills and expertise. A significant number of pupils take part in these activities, and this has a positive effect on their personal and social skills as well as enhancing the curriculum offered to them.
35. **Pupils' spiritual, moral, social and cultural development**
35. The school makes sound provision for pupils' spiritual development and good provision for moral, social and cultural development. Social, moral and cultural development continues to be a central feature of the school, and standards have been maintained. Although there is no policy for spiritual, moral, social and cultural development, the school's aims show that the intention is to weave this through every aspect of the school.
36. Opportunities given for pupils' spiritual development are sound. Teachers value pupils' ideas and opportunities are provided for art, music and a range of writing in religious education,

which encourage thoughtfulness and an appreciation of different values. However, insufficient time is provided during assemblies and in other lessons, such as religious education, for quiet reflection. The quality of experience in assembly is diminished and opportunities are lost to provide time for reflection when pupils are dismissed from the hall or a lesson in an unstructured way. This also has a detrimental effect on the ethos of the school. Acts of collective worship are planned appropriately to link with current curricula themes such as water or ongoing work about the millennium. Good links are made with the local church and the vicar alternates with a church youth worker to lead assemblies each week. Statutory requirements for collective worship are met. During the inspection, few opportunities were seen to celebrate good work and achievement. In art in the infant class pupils express awe and wonder when shown how a shadow puppet from Thailand works, as part of the theme on colour and light.

37. The provision for pupils' moral development is good. The school effectively teaches the principles which separate right from wrong. The pupils understand school and class rules, even when in some lessons they are ignored. The policy for discipline sets out clearly what the school expects of its pupils. A statement indicates a positive approach to behaviour in the school. Most staff are good role models, fostering positive values such as patience, honesty and fairness. The curriculum supports the development of positive attitudes and values through religious education, assemblies and other curriculum areas. In religious education, for example, pupils develop a wider understanding of the values and beliefs that influence other people's lives. In geography, pupils consider environmental issues and the effect of pollution on rivers.
38. The school makes good provision for the social development of its pupils. Pupils are encouraged to relate effectively to others. During lessons, most work well in pairs and small groups. Many help and support each other and most appreciate the efforts of others. Pupils in Year 6 have responsibilities such as answering the telephone, and lead play activities with other pupils very effectively during break times. During their final year at school, pupils continue to choose a charity and organise an event in support of it. An annual leaving service is organised by pupils in Year 6. This provides an opportunity for these pupils to show initiative, and develop and see through their own ideas. Opportunities for younger pupils to take responsibility are more limited.
39. Good provision is made for pupils' cultural development. They appreciate their own cultural traditions and value the diversity and richness of others. The school seeks to enrich pupils' cultural development through visits out of school and work with visitors who bring some unique talent to share. During the inspection this included a local musician who works weekly with the school to enrich the provision of music through particular topics and projects, such as the creation of sound sculptures in Key Stage 2. In the infant class pupils respond appropriately in Thai as the register is taken. Pupils are very aware of their local environment through well-planned visits and topic work linked closely to history and geography. There is a commitment to maintain the rich cultural provision within the school now that the New Tribes mission has closed down. The previous inspection highlighted the fact that children from all over the world based at the Mission, attended Holy Trinity, giving a wide experience of different cultural backgrounds. The school maintains a strong commitment to cultural awareness and this is evident across the curriculum, including the range of music played in assemblies and the creation of a ceramic millennium time line.

Support, guidance and pupils' welfare

40. The school has suitably maintained the standards of pupils' support, guidance and welfare observed during the previous inspection. It is effective in promoting the welfare, guidance and

safety of its pupils as well as providing a generally safe place to learn.

41. Pupils are well known to all staff, who are approachable and supportive. The school provides satisfactory support for the welfare, guidance and safety of its pupils. The greater number of parents who expressed an opinion was very supportive of the work done by the school. However, a small number felt that they were not completely happy with some aspects of the support that pupils with special educational needs received from the school. Inspection findings support this view, although pupils with special educational needs in Key Stage 1 are well supported by a good classroom assistant. Parents praise the dedication of the staff, who put in long hours for the benefit of the pupils. There are good relationships established between pupils and adults, who are positive role models in the school. The atmosphere in the school is one of care and mutual respect; staff are fully committed to the well being of pupils.
42. The school provides a positive, industrious environment that enables pupils to make good progress. Monitoring of academic progress by teachers is satisfactory in English; mathematics, science and information technology, but systems for foundation subjects are unsatisfactory. There are termly meetings and the annual reports to parents that identify areas for improvement and set future targets for pupils. Together these procedures give an appropriate picture of the attainment of individual pupils across the core subjects. The school has action planned to improve this with greater pupil involvement to indicate and record achievement and progression. Personal development is good, and the school provides a number of opportunities for independent learning, developing study skills and collaborative problem solving. Pupils respond well to such opportunities.
43. Overall, the school supports pupils with special educational needs successfully through its established procedures for the identification, tracking and monitoring of progress. The teaching support the school provides is generally good, but the level of adult support pupils receive in Key Stage 1 is much better than Key Stage 2. As a result, progress for these pupils is better. There are effective links with outside agencies and this makes a positive contribution to the quality of education for these pupils.
44. An effective health and safety policy is in place and members of staff and the governing body monitor health and safety matters. The school has recently increased its security system. Some health and safety aspects were brought to the attention of the headteacher. The school was aware of these and they are under consideration. The school has a regular fire drill each term and this is recorded in the school log. The school has a designated child-protection person, and staff are aware of the procedures for referring pupils in the event of concern.
45. The school has a positive view on behaviour, although there is currently no behaviour and discipline procedure in place. They place good store on the value of home/school relationships and there are suitable statements in the school brochure regarding behaviour. No serious misbehaviour or incidents of bullying were observed during the inspection, and there have been no exclusions. In discussions with pupils, playground behaviour was not seen as a problem. Pupils know what to do if feeling threatened in any way and make full use of the various areas of the playground, to their satisfaction.
46. Arrangements for transfer to the high school are satisfactory and there is appropriate help and advice to support pupils and parents. Induction into school is carried out with care and consideration for children's and parents' feelings.

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

47. Partnership with parents and the community is good and is a significant strength of the school. The school continues to maintain the effective partnership highlighted in the last report. Parents are very supportive of the school, and indicate that it is welcoming and friendly. Staff are very approachable and always find time to listen to any problems and concerns. Parents help in the classrooms, with reading, for example, as well as accompanying pupils on school visits. They support their children at home by hearing them read, and help older children to complete projects and other homework assignments. There is a very active Parent/Teacher/ Friends Association that organises a wide range of well-supported events to raise valuable funds to improve the quality of education that the school does provide.
48. Communication through the school brochure, the annual governors' report to parents, and newsletters, is satisfactory. However, attendance information has not been published in the school brochure, although it has now been included in the latest governors' annual report to parents. Parents are informed about attendance requirements, as well as of the importance of making sure that the school is kept informed about the reasons for any absences. There are sound arrangements for the induction of under-fives into school, with helpful information supplied in the school brochure. However, the quality of presentation of some of the newsletters needs to be improved and at times parents do not receive the information early enough. The 'open-door' policy is valued by parents and provides a good opportunity to further discuss pupils' progress. Parents receive annual reports that give a satisfactory picture of their child's progress and contain future targets to improve learning. Parents are not currently involved in the termly review of individual education plans for pupils with special educational needs.
49. Parents are encouraged to help in school, and a reliable core of parents is effectively involved in classrooms and on educational visits. Parents are supportive of the home/school diary and the school's homework approach. Parents play an important part in the smooth running of the school. For example, one parent/governor regularly clears away the substantial volume of leaves that collect on the school playground, and there was a recent Saturday morning party of parents who pruned a lot of the bushes and foliage around the school grounds to the advantage of the pupils' safety.
50. The school has very good links with the local community, including the nearby church and a youth worker who regularly leads school assemblies. The school uses the local area well; for example, trips into the community for geography and history. There is a residential visit to a youth hostel each year for Years 5 and 6. The school has re-introduced 'well dressing' into the village recently, with great success. The pupils are involved in local and international charity work; for example, collections for Kosova.
51. Responses to the parents' questionnaire were positive, and there were no major significant parental concerns. They were happy with their level of involvement, the volume of information and the encouragement that the school offers to children to get involved in the local community. A minority of parents expressed concern about homework, the school's values and attitudes, and high standards. Inspectors' judgements do not support these views in these three areas. The homework supplied does support the work which pupils do at school. Inspectors agree with parents' positive comments about the school that the school is approachable, pupils enjoy school, there are good standards of behaviour and the school's values have a positive impact on pupils' education and understanding of the wider world.

52. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

52. Leadership and management

52. There were no areas of concern highlighted in the previous report concerning leadership and management, and the school has made good progress in its planned programme of improvement to address the key issues. There has been a significant change in the governing body, and several governors are new to the school. The effective leadership has been instrumental in improving areas highlighted in the last inspection, particularly in improving resources where there were shortcomings.
53. The strong leadership from the headteacher promotes high standards of personal and academic achievement and provides a clear educational vision for the school. He shows a vast appetite for hard work, knows his pupils and parents very well, and provides a good example for the whole school. The good quality of his own teaching, and his commitment to the pupils and the school, alongside developing a 'shared-ownership' approach to the development of the school, have contributed significantly to consistently high standards. A strong emphasis has been given to extending the school's involvement in the community, and, as a result, links with parents and the local church are particularly strong and add much to the caring ethos of the school. The school's achievements in providing out-of-school activities are recognized by parents. In addition, with the conscientious support from staff, they have successfully improved the provision for information technology and effectively introduced the literacy hour.
54. There are clear job descriptions, and responsibilities are delegated to all staff. However, the headteacher, who teaches full time, has too many curriculum areas to manage and other responsibilities for example special educational needs; and this limits his effectiveness. All coordinators show hard work and enthusiasm, but there is little opportunity to monitor their subjects and this mainly takes place through discussion with staff. Good work has taken place in information technology that has helped to raise standards. Curriculum development is carefully planned, but monitoring systems are not sufficiently well structured. The headteacher and coordinators, who regularly review areas of the curriculum through 'whole-staff' planning meetings, mainly accomplish this. The headteacher monitors teaching informally and consequently there is an insufficient focus or structure to establish a clear picture of the quality of teaching or learning.
55. The governing body is enthusiastic and very supportive of the school. It has adopted an appropriate committee structure that enables it to fulfil most statutory responsibilities. The exception is the school brochure, where attendance figures are missing. Good support is given by the Chairman of Governors, who provides an important link with the community, and a small number of governors play a large part in the day-to-day work of the school. However, several governors are recent appointments and have limited experience or knowledge of school governance. Consequently, their role in monitoring and evaluating the work of the school is severely constrained and a great deal of responsibility rests with the headteacher. The governors have offered support and advice to the headteacher on important day-to-day matters, such as staffing levels and finance.
56. Development planning involves the whole staff and governing body in the setting of priorities and targets for the coming year. The format shows sound practice and identifies key areas for development, and an added strength is the review of the past years achievements. However, its

effectiveness as a management tool is weakened as it is not carefully costed, and there are no set criteria with which success can be judged. Although the school has a clear vision for the future, the plan is only for one year and has no time scales for when developments will be accomplished.

57. The school mission statement is 'to provide an environment where children are stimulated to work and learn'. This is clearly presented in the aims and values of the school, which draw policy and practice together and provide a sound basis for the good ethos that exists within the school. The effective day-to-day management and organisation by the headteacher and staff ensure that pupils are well taught in a safe and happy environment that promotes effective learning, enabling good standards to be achieved.
58. Management of matters concerning special educational needs is not totally effective. The school works in harmony with the local education authority by applying the local education authority policy and criteria when making assessments and assigning pupils to the Code of Practice stages. However, parents are not kept sufficiently well informed about the progress pupils are making; for example, they are not invited to the termly review of pupils' individual education plans. Also the quality of the support these pupils receive is not consistent across the school; for example, in Key Stage 1 they receive good quality support from a classroom assistant, but no support is available in Key Stage 2. There is no formal monitoring of the quality of the provision.
59. **Staffing, accommodation and learning resources**
59. Areas of concern highlighted in the previous report were to extend the range of fiction available to pupils, particularly at the lower end of Key Stage 2, and to increase resources for control technology at Key Stage 2. The school has dealt with this effectively and resources in these areas are satisfactory.
60. There are sufficient qualified and experienced full- and part-time teachers and other classroom staff to meet the needs of the curriculum, both for the children under five and for the rest of the school. A satisfactory balance exists amongst the staff in terms of qualifications and experience. However, insufficient consideration is given to the use of staff to provide the headteacher with time to carry out his management role effectively. The education care assistant makes a strong contribution to the quality of learning and works very well with the infant teacher. All curriculum areas have a subject coordinator who provides an appropriate breadth of experience and expertise. All staff have generic job descriptions, but these do not relate clearly to current coordinator responsibilities. The school secretary and caretaker are committed and hard working and the midday assistants provide a happy environment at lunch times where the pupils play well together. Most staff provide good role models.
61. Appraisal of teachers and induction for new staff takes place informally and arrangements for the development of staff are satisfactory. Adequate in-service has taken place for both teaching and support staff and this is recorded appropriately. Curriculum coordinators are beginning to have an impact on their subject areas through planning whole-school schemes of work and supporting each other. Their role is not yet fully developed to enable them to observe the teaching and learning of their subjects in classrooms.
62. The school is housed in a pleasant, clean and well-maintained building, which allows the curriculum to be taught effectively. Some class areas, however, are small, limiting space for learning, and at times noise carries from one area to another, occasionally distracting both

adults and the pupils. This does not appear to affect standards. Good use continues to be made of the hall and grounds for a range of activities. The school has hard-surface play areas and access to a playing field a short distance away for field sports and athletics.

63. The quantity and quality of resources are generally satisfactory across the school. Resources are accessible and in many cases are used effectively to enhance learning. The library is adequately stocked and many pupils use it confidently. However, a large proportion of non-fiction books in Key Stage 1 are becoming worn through use; there is no plan or a rolling programme of replacement. The under-fives and pupils in Key Stage 1 also have limited access to CD-ROM, as this facility is in the junior part of the school. There is no outdoor play area for the under-fives that is safe and enclosed for aspects of their curriculum provision, and there is a lack of good quality outside play equipment. Effective use of external agencies for resources and support has been maintained. The area outside school is adequate, but leaves continually falling on the playground constitute a health hazard at times. The school continues to make good use of its local environment, which offers a range of places of interest to visit.

The efficiency of the school

64. There were no areas of weakness highlighted in the previous report. The overall quality of financial management is sound. The school is an effective unit and is generally efficiently run. It benefits from satisfactory financial planning and control. Spending is carefully managed and controlled by the headteacher and the governors through an effective finance committee. Staff and governors are involved in identifying areas for development, which form the basis for the school development plan. The annual budget is prepared in line with these identified priorities. Income per pupil is above the national average, and prudent spending in the past years has kept spending very close to the school's budget. The main priority has been providing an extra teacher to support Key Stage 2 for two and a half days per week. Although this has been effective in establishing two small classes with only two year groups, it has not released the headteacher to carry out his management duties and gain an overview of the work of the school. The school now carries a small surplus in its budget to help to meet any unforeseen needs.
65. For the current year, the school development plan provides a useful tool to aid financial planning, but it is not totally effective. It is detailed, has appropriate targets, and benefits from consultation between staff and governors. However, it has not been translated into a coherent strategy for school improvement. Financial commitments are not made to prioritized areas; there is no indication of clear responsibilities, timescales or evaluation criteria.
66. The school receives very little money in its budget for pupils with special educational needs, but makes good use of it in Key Stage 1. Funding for staff in-service training is well used and it has been particularly successful in preparing staff for the introduction of the literacy hour and the numeracy hour and in raising standards in information technology. Fund-raising efforts from parents have been impressive and provided a range of resources; for example, new computers and books.
67. The efficiency of financial control and school administration is good. The headteacher has responsibility for the budget and day-to-day school expenditure and is well supported by an able and conscientious school administrative assistant. Spending records and accounts are effectively maintained and the most recent auditors' report indicated that the major recommendations of the last report have been acted upon. The school seeks value for money in its spending, with consideration given to a choice of suppliers. The school runs smoothly each day, with efficient systems in place to support the work of teachers and pupils.

68. The deployment of teachers and support staff is generally good. However, there is no opportunity for coordinators to see their subjects being taught, which reduces their effectiveness in developing their subjects. An additional teacher, employed for two and a half days each week, is used to enable two classes to be formed in Key Stage 2. This strategy has proved successful in raising standards, particularly in Years 5 and 6. However, the headteacher has no time to carry out his administrative duties. The support staff are well deployed, particularly the education care officer, who provides a good level of effective support to younger pupils. Effective use is made of classrooms, corridors and the hall to create an attractive and stimulating environment in which teachers can teach and pupils can learn. The shared areas and the library areas are well used. There is evidence of imaginative use of the school grounds to support lessons, particularly in science and geography. Spending on resources is in line with the national average; they are generally sound in quality and quantity and are used well.
69. Taking into account the high pupil costs, the good quality of teaching, the average attainment of pupils on entry, the above-average standards they then achieve with the good progress they make, together with their good standards of behaviour and conduct, the school continues to give good value for money.
- 70.

PART B: CURRICULUM AREAS AND SUBJECTS

70. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

70. The previous inspection found that the provision for the under-fives gave a 'sound basis for later education', with children achieving levels appropriate for their age. The quality of teaching was good and pupils gained from a balanced range of planned experiences, with activities well matched to their needs. The school has maintained the quality of education for the under-fives and made further improvements.
71. At the time of this inspection four children were under five in the mixed-age reception/Year 1/Year 2 class. In this class, the reception pupils concentrate on the six areas of learning recommended for this age, and the Year 1/Year 2 pupils operate a more formally structured curriculum which incorporates the National Curriculum requirements for their ages and abilities. This is appropriate. Pupils are admitted to school, initially on a part-time basis in the term before they are five. There is good liaison with the playgroup and parents, and the arrangements for admission work well. There is a sense of commitment from all the adults involved. The environment of the reception class has areas that are stimulating, but others that are underdeveloped; for example, outdoor play and the sand and water area. Children feel secure here as they grow and learn. The teacher and education care officer work well as a team, sharing responsibilities.
72. When they start school, most children's attainment is around the level expected for their age, although there is a wide range of abilities. Overall, the under-fives make good progress in the reception class and, by the time they reach compulsory school age, they achieve slightly higher than expected standards in their personal and social development, language and literacy, mathematics and their knowledge and understanding of the world. A lack of outdoor play facilities restricts children's progress in their creative and physical development and most children achieve the expected levels in these areas of their development. They are developing good attitudes to learning, sustain concentration, persevere with their work and show some independence. There is sufficient planning between both members of staff to link the small steps required to achieve the skills laid down in the Desirable Learning Outcomes to ensure continuity in the teaching and progression in the children's learning.
73. Teachers' assessments of children's work are carried out on a daily basis in order to inform planning for future learning or to track progress, usually by careful observation. This results in good structures for short-term planning of appropriate work and activities. Clear learning objectives are lacking in some curriculum areas; for example, in sand and water play, and occasionally in fully developing the opportunities provided in the role-play area. There is no clear indication what the children are to do or of what they are to gain from the activity. Where learning objectives are clear, as in language development or in mathematics, learning outcomes are successful. For example, in a mathematics lesson when pupils successfully learnt about the value of coins. Planning in the reception class builds on information provided by assessment when children enter the school. Reading records record pupils' strengths and weaknesses and are helpful in informing the next stage in their learning. An early start has been made with recording children's attainment. However, this is underdeveloped. There are some photographs in reception recording activities and events through the year, but there is no portfolio of work samples and experiences to provide a focus for judging the level that pupils have achieved to aid planning between staff and classes.

Personal and social development

74. By the age of five, children's personal and social development is above the expectations of the Desirable Learning Outcomes for children of this age. Children enter reception with generally well-developed personal and social skills. They are fairly independent. They recognise their coats, and most dress and undress for physical education with little help. Most take turns and any frustration is dealt with through the cooperation of others. By the time they are ready to enter Key Stage 1, their social skills are developing well and they respond readily to adults and to each other. They are friendly and cooperate together. At the beginning of the day, children settle happily and confidently to the tasks available. Most persevere with activities, showing interest and joining in. They make good progress and most maintain necessary levels of concentration. The children are motivated and eager to learn, contributing enthusiastically to class or group discussions. This is largely the result of all adults setting good examples and valuing the contribution children make, using praise and encouragement well. There is evident enjoyment and relationships are good.

75. Teaching for the under-fives is good overall. In the lessons seen 86 per cent were good and 14 per cent were very good. Good teaching is having an impact on the standards of attainment and good progress made by the children in the reception class, especially in language, literacy, mathematics and music. Staff know the children well and match the work effectively to their differing needs. Together with parent helpers, they form an effective team who plan and work well to provide a positive learning ethos within a caring environment. Strengths in the good lessons include very high expectations of the children's attainment, thorough planning in which both adult roles are very clear and smoothly executed, and effective questioning that extends children's thinking. These are seen in both literacy and numeracy lessons, which are carefully planned to promote and link understanding of number, pattern and rhyme in both poetry and song. Both teacher and support staff encourage and value the children's efforts, achieving high levels of concentration and behaviour.

76. **Language and literacy**

76. By the age of five, children's attainment in language and literacy is slightly above the expected level and progress is good. Many children enter the reception with well-developed skills in speaking and listening. Within the reception they listen to stories and poems. Most join in with words they remember. Some make up stories, and good opportunities are provided to take part in role-play for language development. Children were seen to benefit from this in the 'space area' with planned adult support and intervention that enhanced their learning. They talk about their journey into space and enjoy clicking the switches and 'blasting off' into space after countdown. The majority enjoy looking at books and handle them with care, understanding that books operate from left to right. Many recall stories; for example, 'The story of Ramu and Sita', read to them as part of their knowledge and understanding of the world, and followed up as part of their creative development during the making of clay diva pots and Rangoli patterns. Within the reception class, these skills are developing further so that many can tell the story of a favourite book, and some understand that the author writes the story. Many recognise initial letter sounds and most are beginning to write their names legibly. All know the sound 'l' in the word 'look' and can give other examples of words beginning with 'l' such as 'light' and 'lamp'. The modified structure of the literacy hour in the reception class focuses learning and raises attainment. Satisfactory opportunities are provided in this class for imaginative play.

77. **Mathematics**

77. By the age of five most children make good progress and develop mathematical skills and

understanding slightly above those expected of children of this age. Mathematical skills are effectively promoted through a variety of activities. When they enter school, some children are able to sort by colour. As they develop, many make patterns and recognise number rhymes and counting activities, some counting accurately to ten and counting down from ten to zero to 'Blast off' in the space role-play area. A few recognise single digits. They learn to sort by colour, size and shape and are beginning to write numbers to five. Numeracy lessons in the reception class are effective in raising standards.

78. **Knowledge and understanding of the world**

78. By the age of five, children's attainment in knowledge and understanding of the world is slightly above national expectations. They make good progress in this area. Topics successfully broadened the children's experiences. The most recent of these is a study of colour and light that is successfully developed across the curriculum to allow children to make sense of the theme in its wider context. They know that light comes from the sun, and some remember that, on the day of the eclipse, "I watched the sun". Computer skills are developed appropriately through carefully chosen programs such as Dazzle, when a few children were observed to be adept at handling the mouse. Pictures of the sun were created using this.

Physical development

79. By the age of five, children's physical development is in line with expectations for this age group and progress is sound. The development of their physical activity is sound and sometimes good. However, there is no outdoor play area for the under-fives, which is safe and enclosed for these types of activities. There is a shortage of good quality outside play equipment. During physical activities the children are generally aware of space and of others. There is only limited opportunity to develop balance and climbing with increasing skill. In physical education lessons, reception children explore different ways of moving, and perform simple skills; for example, they begin to control jumping, hopping, skipping and jogging. They enjoy these opportunities and take part in the activities enthusiastically. Children use scissors appropriately; for example, they cut out coloured cellophane to make glasses in a technology activity. They make diva lamps in clay by rolling, pressing and moulding into shape as part of their work on colour and light.

80. **Creative development**

80.

80. By the age of five, children's creative development is in line with expectations for this age group. They make generally sound progress in developing their creative skills. They use paints and different materials for collage; some recognise patterns and colours in their environment. Children experience tuned and untuned instruments. Music provision richly enhances the curriculum for the under-fives. This has a positive effect on their learning. They begin to differentiate between short repeated sounds and those that go on for a long time; they beat rhythms and start to recognise musical patterns. Songs and rhymes reinforce their learning in other areas; for example, in numeracy, singing and acting out 'Five current buns in the baker's shop'. Children make shapes with dough or clay. However, there is only limited opportunity for sand and water play, given the restrictions of the building. Reception children use scissors, cutting, pasting and joining with increasing accuracy.

81.

ENGLISH, MATHEMATICS AND SCIENCE

English

81. The 1998 national test results at the end of Key Stage 1 in reading show that the number of pupils attaining the expected level (Level 2) and above was well above the national average, and in writing the number was in line with the national average. The proportion of pupils reaching the higher Level 3 was well above the national average in reading and below in writing. Over the last three years test results have been consistently above the average, although results fell in 1998 due to a higher number of special educational needs pupils in the class than is normal for the school. The 1998 national test results at the end of Key Stage 2 show that the number of pupils attaining the expected level (Level 4) and above was above the national average. The proportion of pupils reaching the higher Level 5 was well above the national average. There was no significant difference in the attainment of boys and girls in either key stage. Over the last few years test results have been consistently above the national average. However, results were better in 1997; this was due to a higher proportion of higher-attaining pupils in the class than is normal for the school. Results in 1999 show an improvement over 1998. Due to such small numbers of pupils taking the test it is not reliable to compare the school's results with those of schools who have pupils from a similar background.
82. The previous inspection report indicated that the substantial majority of pupils achieved national expectations and that many achieved beyond them. The report showed no serious weaknesses in levels of attainment. This has been maintained.
83. Inspection findings support test results and, overall, attainment is above the national average by the end of both key stages in reading and writing and well above in speaking at the end of Key Stage 2. The vast majority of pupils in each key stage make good progress in speaking, listening, reading and writing. The relatively small number of pupils with special educational needs make good progress towards the literacy targets set in their individual education plans in Key Stage 1 and satisfactory progress in Key Stage 2. Good quality support from the classroom assistant enhances pupils' learning in Key Stage 1. For example, in a Year 2 literacy lesson a small group of pupils were supported in class for a group reading activity and successfully discussed the characters in the story. There is no time allocated in Key Stage 2 and as a result the progress of pupils with special educational needs is limited at times
84. Attainment in speaking and listening at the end of Key Stage 1 is above that expected nationally, with all pupils, including those with special educational needs, making good progress within the key stage. This progress continues through Key Stage 2, at the end of which attainment is well above the national average. Speaking and listening are strengths throughout the school and are encouraged by all staff. Pupils listen with sustained concentration, share ideas from their own experiences and take part confidently in role-play situations. In the infant class pupils asked thoughtful and searching questions of each other when talking during 'news time' about what they did at the weekend. Drama is well used in role play as a part of the space topic, which develops these skills during an imaginary journey into space. In Years 5 and 6 they describe in detail how the topic 'Rivers' links history, geography and religious education. They express opinions about books, and read and dramatise roles from them, as in the development of 'The Lion, the Witch and the Wardrobe' into a musical play presented to parents. These opportunities make a positive contribution to the development of speaking and listening.

85. Pupils enter Key Stage 1 with standards in reading which are slightly above the national average. They make good progress through both key stages, and reach standards that are above the average by the end of both key stages. All pupils talk about what they like in their books, describing the various characters and events. By the end of Key Stage 1, pupils are able to self-correct, recognising errors. They can successfully read a range of texts. The most fluent, confident readers can discuss the meaning of what they have read and explain the parts that particularly enjoy. All pupils in Years 3 and 4 know the difference between fiction and non-fiction books, and high-attaining pupils know the difference between the contents, index and glossary pages, and the use of headings and sub headings. In Year 5 most pupils know the difference between an autobiography and biography. They understand the use of diaries and the style in which they are written. By the end of Key Stage 2 in Year 6, all are confident, and read fluently and with expression. The most able can use inference and deduction in answering questions; for example, in discussing 'The Diary of Ann Frank'. A variety of books are used (some from reading collections of specific authors, or scheme), depending on the needs of the individual. Many pupils talk about authors and explain why they like a particular type of book. Most pupils have good library skills and are able to scan and skim text successfully to find information.
86. Books are taken home on a regular basis and home-school reading records are used consistently across the school. Many pupils use public libraries. Library skills within school are appropriately developed. Although pupils have a good understanding of contents, index and how to retrieve information from non-fiction books, a few have less knowledge on how to find a particular book within the library. Information technology is used effectively to seek information within a variety of cross-curricular topics.
87. Standards in writing are slightly above the national average in Key Stage 1 and above the national average at the end of Key Stage 2. Across both key stages all pupils are making good progress. By the end of Key Stage 1, pupils are developing skills in narrative and non-narrative writing. The majority are producing clear, well-thought-out pieces of writing, and are extending their vocabulary skills through a variety of interesting tasks, some of which are connected to other subject areas. Spelling is increasingly accurate and handwriting is usually neat. Pupils are developing a joined script, consistent in size. By the end of Key Stage 2, pupils undertake a variety of tasks to improve their writing skills still further. These include creative work, a study of word meanings and dictionary work, grammar, poetry and extended writing. Much of their writing is lively and thoughtful, with some pupils writing very expressively. Words are chosen adventurously, and sentences are often complex. Spelling is accurate and handwriting is legible, joined and fluent. Many use paragraphs and speech marks accurately. They plan and redraft pieces of work. Pupils of high ability can identify and start to use different styles in their writing; for example, stories, book reviews and informal/formal letters.
88. Displays around the school are used well to stimulate learning and reflect the high standard of work covered. They include good quality poetry inspired by discussions related to diaries and linked to pupils' own early memories. One pupil in Year 6 included a photograph of himself at the ages of three and four, which was relevant to the content of the poem. Literacy is used effectively across the curriculum where writing and research skills are developed well through a variety of topics. These include history research work for the millennium time line in Key Stage 2, finding out about creatures living in different habitats in Key Stage 1 by using information technology, and editing work using word processing in Years 3 and 4.
89. Pupils' attitudes to English are good at both key stages. They are attentive, eager to take part

and interested in the contributions of the teacher and other pupils. They are confident and in most lessons their enjoyment is obvious. They work well, whether individually or with others, persevering with tasks set. Relationships and behaviour are good.

90. The quality of teaching is good overall at both key stages. Teachers are enthusiastic and all literacy lessons seen in Key Stage 1 were good. Of the three lessons observed in Key Stage 2, two thirds were good, with the other lesson satisfactory. Teachers plan well for pupils of all abilities, so that all succeed. Tasks are challenging but realistic and explained clearly. There is generally a brisk pace, teachers are relaxed, humour is used well and lessons are enjoyable. In the best lessons questions are used very effectively to stimulate and extend learning. Learning points are reinforced and assessment is used to inform planning. Support staff are fully involved in lessons and give good quality support.
91. The coordinator analyses test results to ensure that all areas are covered effectively. The National Literacy Strategy has superseded the school policy, although this strategy is appropriately modified for use throughout the school, catering for the specific ages and abilities within the school. Whole-school planning is informal and the coordinator has no opportunity to see the teaching or learning in the subject. Although there is no portfolio of pupils' written work to support teacher assessments pupils are regularly tested in various aspects of their work and assessment and recording procedures are satisfactory. However, reading records are in the main concerned with coverage and little information is recorded about pupils' strengths and weaknesses.
92. Resources are generally sound. The issue from the previous inspection has been addressed. As a result, access to a range of good quality fiction for pupils in Years 3 and 4 is much improved. Although the number of books is satisfactory in Key Stage 1, a high proportion of non-fiction books are worn and of insufficient quality. Some shelves in the infant class library are too high and do not allow easy access for all pupils. The books are not classified and this limits development of the pupils' understanding of how libraries work in this key stage.

93.

93. **Mathematics**

93. The 1998 national test results at the end of Key Stage 1 show that the proportion of pupils reaching the expected level (Level 2) and above was below the national average, and that the proportion of pupils achieving Level 3 was well below the national average. Over the previous two years results have been consistently above average until 1998, when results significantly fell. This reflects the higher than normal number of pupils in the class who had special educational needs and who took the test. At the end on Key Stage 2, the proportion of pupils reaching the expected level (Level 4) and above was well above the national average, as was the proportion of pupils reaching the higher level (Level 5). Trends over time indicate generally high standards, although there was a significant fall in 1998. In 1997 the number of higher-attaining pupils in Year 6 was much higher than normal. Because only a small numbers of pupils took the test, no reliable comparison can be made between the school's results and those of schools with pupils from a similar background. 1999 results show a significant improvement at the end of both key stages. The inspection findings support the latest test results at the end of both key stages. Pupils' attainment at the end of both key stages is above the national average. Their skills in the key area of number are above the expected level.
94. In the previous report there were no concerns expressed and the school has been successful in maintaining the good standards.

95. By the end of Key Stage 1, almost all pupils have reached the national expected level. They can add and subtract to 30, and divide by all numbers to five. They understand place value in dealing with tens and units, and can add and subtract these with two and three digit numbers, some involving carrying figures. Average-attaining pupils know the two, three, four, five and ten times tables. Higher-attaining pupils can divide by single-digit numbers with remainders, and add three numbers horizontally. All pupils can measure correctly using non-standard units and are starting to use standard units. They have a reasonable knowledge of two-dimensional and three-dimensional shapes. By the end of Key Stage 2, lower-attaining pupils work accurately with fractions and can find fractions of whole numbers. The majority of pupils can multiply and divide hundreds, tens and units by units, measure areas and volumes, and draw simple plans to scale. They successfully construct and interpret histograms with equal intervals. Average-attaining pupils can work confidently with fractions, percentages and decimals, understand graphs of negative temperatures and probability, and construct and use frequency tables. High-attaining pupils work very accurately in number, and are beginning to understand inverse operations. Most pupils have sound strategies for solving problems and can explain their reasoning using correct mathematical language.
96. Progress is good throughout the school, particularly in Key Stage 1 and in Years 5 and 6. There is no significant variation in the progress that boys and girls make. Due emphasis is given to number, and to using and applying mathematics. Mental mathematics is also a priority, with strategies of increasing complexity used by pupils as they move up the school. For example, pupils recall of multiplication tables and number bonds gradually increases as they move through the school. Sound strategies are taught and regular practice is given, and this helps progress in knowledge and skills as well as increasing pupils' confidence. Information technology is well used to help progress, and mathematical language is stressed in order to support progress in literacy, with mathematical vocabulary lists for each year. In the same way, progress in numeracy is enhanced in other areas of the curriculum; e.g., line graphs of changes in temperature in Year 4 science, and scale and proportion in map work in geography. The progress of pupils with special educational needs is good in Key Stage 1. The progress of lower-attaining pupils in Key Stage 2 is restricted on occasions. This is due to the wide range of pupils' ages and levels of attainment in the class, and teachers find it difficult at times to support these pupils. This is particularly the case when the teacher has no assistance from a parent helper or support staff.
97. Pupils have good attitudes, are interested in mathematics and enthusiastic about tackling problems. Investigation work enhances their initiative and confidence in taking responsibility. They work well together in groups or pairs, but can concentrate and work well as individuals too, with concentration span increasing with age. Pupils are always courteous and smiling, well behaved and caring towards each other. Boys and girls work easily together, and all pupils show respect for apparatus, for staff and for each other. Relationships are very good.
98. Teaching is good throughout the school. Across the school, no teaching was less than satisfactory and 75 per cent was good. The teaching in Key Stage 1 and in Years 5 and 6 is particularly strong. The teaching of mental mathematics is good, as classes have adopted the National Numeracy Strategy. In all good lessons expectations are high. Planning is good in general. Medium-term and short-term plans are devised from the school scheme. Good lessons have clear, timed, measurable objectives; for example, in a Year 2 lesson when pupils enthusiastically found lots of ways to make 10p using five, two and one pence coins. Teaching methods are based on a commercial scheme, but most teachers are willing to move away from this and be more creative. Management of pupils is good and there are no problems with discipline. Time is used well, and good pace and high interest levels characterized all good

lessons seen. Resources are used well, as was the case in one Year 1 lesson where the teacher was using a wide range of structural apparatus. Assessment is sound and informs teaching. Appropriate homework is given regularly and marked conscientiously.

99. The mathematics policy and scheme are being updated in the light of the National Numeracy Strategy, and the requirements of the National Curriculum are met. There is a satisfactory numeracy action plan that is being phased in. The curricular requirements of all pupils, including those with special educational needs, are met. The headteacher is the subject coordinator. However, there is no formalised system for the monitoring of teaching and learning. Leadership is satisfactory. Assessment procedures are sound; a wide variety of tests are used to good effect.

100. **Science**

100. In the 1998 national tests at the end of Key Stage 2 the proportion of pupils achieving the expected level (Level 4) and above was above the national average. The proportion of pupils achieving Level 5 was above the national average. Teacher assessments in 1998 at the end of Key Stage 1 indicate that the proportion of pupils reaching the expected level (Level 2) and above was in line with the national average. The results at the end of Key Stage 2 were better in 1997, but higher-than-average standards have been maintained for the past two years. In 1997 there were greater numbers of higher-attaining pupils in the class than is normal for the school. In Key Stage 1, there were higher numbers of pupils with special educational needs than is normal for the school. Because such a small numbers of pupils in Year 6 took the test it is not reliable to compare the school's results with those of schools with pupils from a similar background. Inspection findings agree with test results in Key Stage 2, but attainment at the end of Key Stage 1 is better, and pupils' attainment at the end of both key stages is above the national average. Results in 1999 show a significant improvement at the end of both key stages. These fluctuations are accounted for by the fact that small numbers of pupils are involved in taking the tests each year. In the previous report, there were no concerns expressed and the school has maintained high standards, mainly due to good teaching, the broad science curriculum the school offers and the high priority given to pupils' experiencing first-hand investigative science.

101. Pupils make good progress in using their knowledge and understanding to carry out investigations. The pupils with special educational needs also make good progress. They are supported well in the classroom by the teaching staff and additional support staff. They are given work that they understand, yet which is still challenging to them. Teachers encourage and provide opportunities for independent learning and this effectively helps the higher-attaining pupils extend their scientific understanding, knowledge and skills. Pupils build up their scientific vocabulary and effectively extend their skills in carrying out investigations. To help them in their search for information they are taught to use a range of sources including reference books and CD-ROMs.

102. In Year 2, pupils successfully investigate a range of materials, and using their knowledge of shadows can successfully decide which material would be best to make a shadow puppet. They study how trees change over time and can predict what conditions are necessary for sweet pea seeds to grow. Most pupils effectively study a range of mini-beasts. They are encouraged to observe differences and similarities, which they do well. The higher-attaining pupils learn to use the differences they observe to classify a range of everyday materials according to given criteria. In Key Stage 1, the pupils use simple equipment well when carrying out investigations. By the end of the key stage they competently record their results, and the higher-attaining

pupils use their knowledge and understanding to begin to explain their findings. Pupils make simple predictions and handle materials with care. From the start of the key stage pupils make appropriate observations related to their tasks. They are taught to observe carefully.

103. The youngest pupils in Key Stage 2 effectively learn about solids, liquids and gases. In their studies they are able to extend their previous knowledge of materials. In studying electricity they use their knowledge of circuits to observe and investigate which materials are good conductors. They have a good knowledge of their bodies and the importance of healthy eating and exercise. Higher-attaining pupils are encouraged to further develop their knowledge of the solar system through independent learning. By the end of Key Stage 2, most pupils have a well-developed scientific vocabulary. They also have good investigative skills. They understand the need to use a 'fair' test. They communicate their findings clearly in a variety of ways and they observe accurately, describing carefully what they see. When writing down their findings the standard of presentation of most pupils is at least good and often very good. Older pupils have a good knowledge of themselves and other animals. They have an awareness of health risks such as the danger of smoking. They confidently name and position the main human body organs and can describe their various functions. They can group living things systematically and describe relationships that exist between plants and food in a habitat, and they can construct food chains. The majority of pupils have a sound knowledge of physical processes such as forces and light, and of materials and their properties; for example, how to separate salt and sand, based on their knowledge of the substances. They build effectively on knowledge that they have gained in earlier years.
104. Pupils greet science lessons with great enthusiasm and show high levels of interest. Their concentration is very good and pupils are keen to answer questions or express their own ideas in classroom discussions. In group activities they work well together, discuss their work sensibly and respect one another's views. The pupils are attentive, responsive and well motivated. Behaviour is very good. Pupils respond sensibly to safety matters, looking after and using resources carefully.
105. Overall, the quality of teaching is good. In the lessons seen in both key stages the teaching was always good, and there was one very good lesson. All teachers have a secure knowledge and understanding of the subject and they plan and organise effective activities. In most lessons teachers skilfully draw on what pupils have done earlier or on what they already know, and then revise, consolidate or extend this knowledge and understanding. For example, in a Year 6 lesson teachers ask appropriate questions, both to assess pupils' understanding and to assist the learning process. Good support is given to pupils with special educational needs through the good use made of support staff. Resources are well organised, readily available when required and used effectively. Links with numeracy and literacy are good. The pupils are at times expected to record their ideas and describe their activities in writing. Pupils measure and count in a range of contexts. There are opportunities for pupils to use graphs and data-handling to support their investigations. Teachers emphasise and reinforce the use of appropriate scientific vocabulary; for example, in one lesson seen at Key Stage 2 in which pupils were making a filter, they were introduced to words such as 'porous' and 'filtration'. Teachers communicate high expectations to their pupils and receive a good response. Lessons proceed at a good pace. Teachers emphasise the importance of safety in the subject.
106. The science curriculum is planned very effectively to include a good balance between the Programmes of Study, ensuring that the subject meets statutory requirements. Science makes a good contribution to pupils' spiritual, moral, social and cultural development. They visit ecological sites. Environmental issues are considered in lessons and pupils are encouraged to

wonder at the extent of the universe. Pupils use information technology on a regular basis. The school has a range of appropriate CD-ROMs which pupils use to search for information and as teaching and learning resources. They often record and write about their investigations and findings, using computers as word processors. The coordinator has good subject knowledge and leads well, but there are no formalized systems in place for the monitoring of teaching and learning. Sound assessment procedures are in place and both formal and day-to-day assessments are used by teachers to inform the planning of future work for pupils.

107. **OTHER SUBJECTS OR COURSES**

107. **Information technology**

107. Pupils' standards of attainment in information technology are in line with national expectations at the end of both key stages, and all aspects of the curriculum have planned coverage for the school year. Standards have been maintained since the previous inspection and are improving. A key issue in the previous report was to 'increase resources for control technology at Key Stage 2 so that pupils have full access to the National Curriculum'. This has been successfully addressed.
108. Pupils enter Key Stage 1 with standards of attainment at the expected level and all pupils, including pupils with special educational needs, make satisfactory progress. By the end of the key stage, pupils know that the computer responds to commands and signals and understand the basic functions of keyboard and mouse, using them with some degree of accuracy. Pupils create a pattern with straight lines using a line tool in Dazzle, and can fix these to the screen. Most need help with printing their work. By Year 2 they operate the Roamer effectively by giving a series of instructions for it to move forwards and back in a designed way, but at the time of the inspection could not program it to turn. Modelling programs are used effectively to develop pupils' research skills; for example, using a CD-ROM encyclopaedia to research information about creatures in different habitats.
109. Progress through Key Stage 2 is satisfactory and, by the age of 11, appropriate further development has taken place. Pupils in Years 3 and 4 are developing their ability to word process, writing letters and posters on screen, editing the font, style and size and printing them. By Years 5 and 6 there is evidence of tasks which involve combining clip art with text. Research skills are appropriately developed through the use of the CD-ROM. Opportunities for information retrieval, control skills, creating a database or spreadsheet to produce graphs are developing well, often in group work. This was seen linking well to history and geography topics through researching the world's rivers and mountains and producing a relevant database. A group of pupils in Year 6 were observed effectively monitoring inside and outside temperatures using simple sensors through a control box.
110. The attitudes to information technology are good at both key stages, with pupils interested and attentive. Most are cooperative and willing to take turns. Those observed using the Roamer in Year 2 were very keen and excited. In some lessons across the school, a minority of pupils use the computers with little purpose or enthusiasm when given tasks that are too easy; for example, typing in spellings from a printed list. Many pupils make use of the facility in their own time, with older pupils often supporting younger ones.
111. The quality of teaching is generally satisfactory in Key Stage 1. When skills are taught, the task is explained clearly, all pupils are involved in listening but not in demonstration, and

relationships are good. No teaching was observed at Key Stage 2, but evidence from pupils' work and skills indicate that sound teaching has taken place. A visiting specialist works one afternoon a week in this key stage who is successfully enhancing pupils' learning. The new scheme of work adequately covers all the necessary strands of information technology for all levels. Samples of work seen in the Year 6 Record of Achievement indicate that this provision is having a positive effect on improving the range of skills that pupils have and the tasks they can now do. This is an improvement since the last inspection. New assessment procedures are developing, but are not yet fully implemented or consistently applied across the school. A useful portfolio of work samples is in the process of development in Key Stage 2. This provides a very useful record and opportunity for teachers to judge the level of pupils' work and support less-confident teachers in extending their subject knowledge. As yet it does not provide work samples across the full range of the information technology curriculum. Resources are satisfactory, but there is restricted access to CD-ROM for pupils in Key Stage 1.

112.

112. Religious education

112. Two religious education lessons were observed during the inspection, one in each key stage. Judgements about standards are further supported from a scrutiny of pupils' work, teachers' planning and talking with pupils. Pupils' attainment by the end of both key stages is generally in line with the locally agreed syllabus. This is similar to judgements made during the last inspection. Within the broad focus of what is taught, and in spite of their being some gaps in the pupils' knowledge and understanding of religious education, the progress pupils make, including that of pupils with special educational needs, is satisfactory.

113. By the end of Key Stage 1, pupils have a broad knowledge of Christianity and one other religion; for example, Hinduism, the contrasting religion to be studied this year. They have an appreciation of things that are special. Links with the local church are strong and visits are made to the school by the local vicar and church youth worker on alternate weeks. Pupils make satisfactory progress through Key Stage 1. They have studied a variety of stories from the Bible, and are becoming aware of the special books, events, festivals and rituals associated with other religions.

114. By the time pupils leave the school at the end of Year 6, they have a sound knowledge of Christianity, in particular some of the rituals and symbols associated with this religion, such as baptism, gained in part through visits from the local vicar. They know some of the stories of the Old Testament, and some understand that these are common to the Christian and Jewish religions, although a variety of other world religions (such as Islam and Sikhism) have been introduced so that, by the end of Key Stage 2, pupils are developing a general understanding of world religions, and their knowledge of the Bible is generally satisfactory. Pupils with special educational needs receive adequate levels of support and generally make sound progress.

115. Pupils' attitudes to the subject are good and they are confident in expressing their own views. Work in Years 1 and 2 encourages pupils to empathise and describe what they could not see and would miss if they were blind. In this class they begin to understand the concept of good and evil through the Hindu story of 'Ramu and Sita'. In Year 3, pupils know that Muslims pray five times a day, that Friday is their special day and that the Mosque is important in Islam. In Year 4, pupils know the story of John the Baptist and understand the significance of the symbol of water. In Year 6, one pupil described how his belief in God had recently helped him in his thoughts and views in a theme on 'Decisions'. They know that water is important in all religions.

116. The teaching is good. In both lessons observed the quality of teaching was good. Teachers have good subject knowledge, planning has clear learning objectives, and skilful questioning extends pupil response and challenges thinking. Teachers make good use of pupils' experiences and develop the lesson well from pupils' contributions.
117. There is a useful policy and scheme of work based on the locally agreed syllabus. Themes are appropriately linked to current topics; for example, this term in Key Stage 1, 'Colour and light', and in Key Stage 2, 'Water'. The 'Millennium time line' is an on-going project as part of the ceramic mural celebrating the birth of Christ and significant events leading up to the year 2000. This is a fine example of a cross-curricular link that marks this major Christian event with a permanent artefact. The experience and process are having a positive effect on pupil's cultural development and learning across subjects, including literacy and numeracy. Pupils write for a range of purposes including extended writing and use their library skills effectively in seeking information about aspects that they have discussed. There is no systematic way of assessing and recording pupils' achievements. The coordinator liaises with the church visitors, ensures that themes are linked and organises resources. The quality and quantity of these resources are satisfactory. The subject is appropriately managed, but no monitoring of teaching or learning has taken place. Evaluation takes place informally through discussions with staff. Assessment procedures do not give a clear picture of pupils' attainment.
118. Pupils in Year 6 receive a copy of the Bible as a leaving gift. In the past, Muslim pupils have been given a gift of the Koran. This is a significant contribution to promoting the spiritual, moral, social and cultural development of pupils in the school and enhances understanding in a multi-faith society.

Art

119. There were no significant weaknesses highlighted in the previous report and these standards have been maintained. By the end of both key stages the quality of work that pupils produce is above the level expected for pupils' of this age. At both key stages, pupils have the opportunity to use a range of techniques and a variety of media to express their feelings and ideas through observational drawing, painting, printing, models and collage work. The progress made by pupils, including those with special educational needs, is good. They enthusiastically explore the work of other artists; for example, Mondrian, and successfully adopt their style in their own work. At Key Stage 1, pupils' skills in observational drawing are above those expected for pupils of their age. When drawing artefacts from Papua New Guinea, pupils show accuracy and detail and an ability to appreciate texture and tone. In Year 2, pupils successfully experiment with colour and produce colourful pictures of the sun through mixing red and yellow. Using appropriate printing skills, an effective display was made with 'Daisies'. At Key Stage 2, pupils in Years 3 and 4 can record their own experiences with reasonable accuracy and attention to detail. They can effectively make their own patterns using techniques of 'tie and dye', batik and screen-printing. Pupils enthusiastically study the work of Van Gogh and can successfully produce pictures in his style. By the time pupils leave the school, the standards that they achieve are above the level expected for pupils of this age, and progress is good. This was evident in a colourful display pupils created to represent 'Our Solar System' and in paint and pastel drawings they make of 'Stargazer Lilies'. Pupils display good observational skills in shadow-picture portraits of their own head.
120. All pupils have good attitudes to art and display enthusiasm for their lessons. They are attentive and involved, working cooperatively upon a range of themes. Relationships between pupils are good. They appreciate the efforts of other pupils and make positive comments about

each other's work. Behaviour is good. Pupils concentrate well on their work and pay good attention when observing works of art. They persevere industriously with their projects and take care, working with a sense of purpose and pride.

121. The teaching is good. In the lessons seen the teaching was always at least satisfactory and in half the lessons seen it was good. Where teaching is good, the teacher has high expectations of the pupils, who are given the freedom to choose appropriate media for their work. The teacher organizes the lesson well, making good use of all the space available. Careful planning ensures that pupils have opportunities to work in two and three dimensions. Pupils respond well to the relaxed atmosphere that is created, working well and using the resources with care. Displays of artwork throughout the school are good; pupils from Year 1 to Year 6 have produced work of sound quality. A particular feature is 'the Millenium Time Line' that is being developed with the efforts of all pupils. Each pupil is creating an individual tile that will then be incorporated into an effective display.
122. The school is about to replace the present scheme with the Qualifications and Curriculum Authority's scheme. The subject is appropriately managed and resources are adequate. However, there is little recorded evidence of pupils' attainment that could ensure progression in pupils' learning. There are opportunities for pupils to develop their literacy and numeracy skills, and the subject contributes to pupils' cultural and spiritual development.
- 123.
123. **Design and technology**
123. There were no significant weaknesses highlighted in the previous report and standards have been maintained. It was only possible to see one lesson in each key stage, but, based on discussion with pupils and an examination of work, standards of attainment at the end of Key Stage 1 and by the time pupils leave the school are judged to be above the expected level. Progress for pupils, including special educational needs pupils, is good.
124. By the end of Key Stage 1, pupils work with a range of materials to construct models based on a simple plan they have drawn, such as models of vehicles from commercial construction kits. Through handling paper, card and wood they develop satisfactory skills in cutting, gluing and shaping. As they progress through the key stage they effectively design and make a box model of a space ship. They exhibit good skills in design as they plan a shadow puppet, indicating where there are moving parts and listing what material they will use. Pupils successfully use needle and thread to develop sound sewing skills and are introduced to simple food preparation.
125. In Key Stage 2, younger pupils construct large models from commercial kits and recognise the need for stability. They handle equipment safely in producing water wheels in card. By the end of the Key Stage 2, pupils handle materials well to model with accuracy. They exhibit an appropriate range of skills and are aware of safety issues. Modelling is of a good standard; for example, in detailed periscopes made from mirrors. Pupils are capable of working to their own designs and modelling from them, employing good finishing techniques; for example, in making models of water mills. The majority of pupils are skilful in evaluating their models and, where improvements are needed, can successfully make the necessary changes.
126. Pupils throughout the school enjoy this subject. In the lessons seen, expectations are high, and pupils rise to the challenge and become deeply involved in the activity. They work well together, discussing their work sensibly, and are sensitive in their evaluation of each other's attempts. Teachers praise pupils and encourage their efforts, developing good relationships which pupils respond to by perseverance and a pride in their work.

127. The quality of teaching is good. In the lessons seen, the teaching was always at least good. In good lessons, the teacher had a good knowledge of the subject and planned an activity that challenged pupils. Good use was made of the support staff. Instructions were clear and the teacher provided a wide range of resources and support for pupils. There was effective intervention and skilful questioning; pupils were encouraged to be critical of their work. There is an appropriate scheme of work and the subject is satisfactorily coordinated. However, there is no system of assessment or recording of pupils' attainment. Pupils' literacy and numeracy skills are well used. For example, pupils research 'water mills' as a link to science and much of the work requires careful measuring.

128.

128. **Geography**

128. No issues were identified in geography in the previous inspection and good standards have been maintained. During the inspection week, insufficient evidence was available to make a judgement on teaching. However, a scrutiny of pupils' work and teachers' planning and discussions with teachers and pupils show that progress for all pupils, including pupils' with special educational needs, is good.

129. In Key Stage 1 pupils develop their understanding of animals, plants, insects and birds in studies of different habitats. They express their opinions about what they like and dislike; for example, about the playground, and are able to present diagrams of how they would like the playground to be improved. They are aware of environmental issues and cause and effect. One pupil produced a poster stating, 'Don't drop litter - a deer came and put his head in a bag and couldn't get it off'.

130. During the one lesson observed, attitudes to geography were good, with pupils interested in the subject and able to work both independently and in a group. There is evidence of good work on the local environment through the current 'Rivers' topic in Key Stage 2 and good work on mapping, using co-ordinates and grid references in Year 6. There are strengths in pupils' general geographical knowledge of the world. By the end of Key Stage 2, pupils have a good understanding of the effects of pollution on rivers and understand the water cycle.

131. Good links are made with history throughout the school, and in Year 6 with mathematics and information technology through research and presentation of data in tables and use of spreadsheets. For example, individual research on rivers of the world is presented by a group, combining the information found and presenting it as a spreadsheet. Pupils' literacy skills are used effectively to seek information and to record their findings.

132. There is a sound policy and scheme of work, but assessment procedures do not give a clear picture of pupils' attainment. Planning shows that, despite changes to the National Curriculum, geography is covered effectively through the year. The subject is appropriately managed, but no monitoring of teaching or learning has taken place. Evaluation takes place informally through discussions with staff. There is a satisfactory range of resources to support subject. The school makes good use of its very rich local environment, and pupils have the opportunity to extend their learning through visits and field trips out of school. The older pupils in the school visited a contrasting location in Norfolk in the summer term. Pupils currently in Year 5/6 will go on an 'Earthkeeper's' course next summer in the Peak District. This continues a well-planned cycle of residential experiences for pupils of this age at the school and makes a good contribution to their social, moral and cultural development.

133.

133. **History**

133. No issues were identified in history in the previous inspection and good standards have been maintained. During the inspection week, insufficient evidence was available to make a judgement on teaching. However, a scrutiny of pupils' work and teachers' planning, and discussions with both teachers and pupils, show that progress continues to be good in both key stages.
134. During both key stages, pupils make good progress in the development of their historical skills, knowledge and understanding. They are interested in learning about the past, have a good concept of the value of historical evidence, and of posing questions and finding answers about the past from books and other sources.
135. In Key Stage 1 they develop a good sense of the past and can talk about simple time lines effectively. From the topic on colour and light pupils know that candles were used as a source of light before the invention of electricity. Moon landings are linked to work on space, including a role-play area in which pupils act out and consolidate aspects of their learning. Teaching about famous people is appropriately linked to anniversaries or celebrations, such as that of Guy Fawkes.
136. In Key Stage 2, work is well developed with good links to the topic on rivers; for example, in the study of a local water mill or in understanding why settlements developed where they did close to a water source. Two older pupils competently model a water mill as part of design and technology work. Pupils discussed the main points of a millennium time line and have chosen key points in history to record in ceramic tiles. One Year 6 pupil is producing a tile to commemorate William Shakespeare, another the Taj Mahal. A tile depicting Concorde is completed; another is being produced celebrating the first flight in a hot air balloon. It is a splendid arts project to reinforce historical developments starting with the birth of Christ and travelling along the time line to the year 2000, and makes a significant contribution to cultural development. A strong contribution to numeracy is made through this project.
137. Pupils' attitudes to learning are generally good. They are proud of their work and talk about and explain the school's millennium tiling plan enthusiastically. History makes a very satisfactory contribution to literacy and numeracy in both key stages. For example, in Key Stage 1, the contribution centres on gains in vocabulary and simple sentences, linked to an investigation of artefacts. In Key Stage 2, pupils use their library skills well and record their findings in written accounts. A sense of chronology is developed through the use of time lines.
138. There are displays about the Romans, including artefacts, in the Year 3 and 4 area. Pupils learn about the leadmines that have been in the area since Roman times. The quantity and quality of resources are good and include a useful and relevant collection of artefacts. Good use is made of the locality as a learning resource. Assessment procedures do not give a clear picture of pupils' attainment. The subject is appropriately managed, but no monitoring of teaching or learning has taken place. Evaluation takes place informally through discussions with staff.

139.

139. **Music**

139. Standards in music by the end of Key Stage 1 and by the time pupils leave the school are above the expected level for pupils of this age. All pupils, including pupils with special educational needs, make good progress through the school. This is similar to the findings of the last inspection. No issues were raised, but resources have improved.
140. By the end of Key Stage 1, pupils develop good listening skills and most are able to sing a range of nursery rhymes and songs from memory. They develop good rhythmic skills as they sing to such action songs as 'Ten Green Bottles'. In assembly they are able to sing a melody line to supportive piano accompaniment in such hymns as 'Praise Ye All'. Through listening to music pupils show the ability to understand the terms 'high' and 'low' and apply their knowledge in playing a xylophone. The quality of composition work is good. By the age of 11, pupils perform confidently and accurately, with controlled phrasing, using musical elements and a variety of instruments expressively to achieve a desired effect. An example of this is in the 'sound sculptures' performed and recorded some with movement as an integral part. Many pupils sensitively appraise their own work and that of others, identifying ways in which it could be improved. They enjoy listening to music, including music from other cultures.
141. Pupils' attitudes to music are good. In a whole-school singing lesson observed, the response was very good when pupils were completely involved in singing, including actions which supported the youngest in learning the words of songs. Older pupils sing harmonies, which enriches the singing. These youngest pupils enjoyed a sense of awe and wonder with the guitar playing. They are keen and confident and take part enthusiastically. Pupils behave well.
142. The quality of teaching is good overall. Of the four lessons observed, three were judged to be good and one was very good. At both key stages some aspects of singing and composition at Key Stage 2 are undertaken by a subject specialist and this has a positive impact on pupils' progress and their high standards of achievement. The best teaching occurs, as in Key Stage 1, when the lesson is planned well, with clear and achievable aims for a range of age and ability. Pupils are involved and given opportunities to contribute. There is a brisk, purposeful pace and expectations are high. Relationships are good and everyone is valued. A strong contribution to other subjects is evident, such as speaking, listening and numeracy, as in the singing of number rhymes. This encourages learning and enjoyment of the subject.
143. The new coordinator is enthusiastic and organised, and liaises well with the visiting specialist. Music is used effectively in assemblies to introduce the pupils to a wide range of styles and composers and to encourage listening skills, contributing effectively to their cultural development. When opportunities arise, appropriate use is made of pupils' literacy and numeracy skills; for example, when pupils researched into the life of Beethoven, and a feature of Key Stage 1 numeracy lessons is the singing of number rhymes. Resources in the school are good. The visiting musician is a well-used extra resource who plays for and works with the pupils and extends learning. Although there is no choir, there is a strong commitment to the performing arts. Pupils are involved in annual concerts and musicals such as 'The Lion, the Witch and the Wardrobe', performed in the summer. All pupils are offered tuition in recorders from Year 2, and groups can continue through the school with descant, treble and tenor players. Such provision enhances the quality of the school's music curriculum. The wide range of opportunities for pupils to take part in making and appreciating music is a strength of the school. Assessment procedures do not give a clear picture of pupils' attainment. The subject is appropriately managed, but no monitoring of teaching or learning has taken place. Evaluation takes place informally through discussions with staff.

144.

144. **Physical education**

144. The sound quality of provision for physical education highlighted in the last report has been successfully maintained. During the inspection it was only possible to see one lesson in Key Stage 1. It is therefore not possible to judge pupils' progress or the quality of teaching in this subject in Key Stage 2. At the end of Key Stage 1, pupils achieve standards expected for their age, and progress for pupils, including pupils with special educational needs, is satisfactory. In Key Stage 1, younger pupils demonstrate a satisfactory quality of movement when working in the gymnasium. They show good body control and build different movements and body shapes into quite complex sequences. They are keen to practise movement, spending time improving and refining sequences. They use space well. The higher-attaining pupils can walk, hop and skip in different styles demonstrating controlled movement. The quality of movement of most Key Stage 1 pupils is in line with the expected level. By the end of the key stage, pupils display control, satisfactory body awareness and form. Pupils are able to move expressing feelings, moods, and ideas in response to commands. They work well with a partner and are beginning to successfully put together a sequence of movements.
145. All pupils respond well in the lesson. They work enthusiastically, they collaborate well together, particularly when involved in paired activity work, and they are well motivated. They listen carefully to instructions. They show a keenness to improve performance and they display confidence and initiative.
146. In the lesson seen the teaching was good. Lesson preparation is satisfactory, with the lesson commencing with an appropriate warm-up activity. In the lesson, previously learnt skills are practiced and new skills are introduced in progressive stages, usually building on prior learning. In the lesson, expectations are high and there is good control and discipline. Pupils are encouraged to evaluate performance and given the opportunity to practise in order to improve.
147. The coordinator provides appropriate support for staff and organizes a range of out-of-school activities that enhance the curriculum. Resources are satisfactory, but there is no effective system to assess or record pupils' attainment. The physical education curriculum is enhanced for older pupils by extra-curricular football, netball, cricket, rounders, cross-country running and opportunities to take part in competitions with other schools. These are well organised by all members of staff, and over 50 per cent of pupils enthusiastically take part.
- 148.

148. **PART C: INSPECTION DATA**

148. **SUMMARY OF INSPECTION EVIDENCE**

148. A team of three inspectors who, over a two and a half day period, completed a total of six inspector days in the school undertook the inspection. For the majority of time in school, inspectors visited classes, talked with individuals and groups of pupils and evaluated the work they had done. Over 30 hours was spent on these activities. In addition, interviews were held with the headteacher, teachers with curriculum and management responsibilities, ancillary staff, parents and members of the governing body.

149. Thirty lessons were observed, roughly equal numbers for the three classes in the school, as was the work of the support staff.

150. Furthermore:

- twenty-one pupils were heard reading and they were questioned on their understanding and knowledge of books in general;
- pupils from each year group were examined on their mathematical knowledge and understanding;
- samples of pupils' work covering the full ability range were scrutinised in all year groups, along with samples of work from last year;
- the policy documents of the school and the school development plan were considered;
- attendance registers, the records kept on the pupils, including annual reports, and teachers' planning documents were inspected;
- the budget figures were analysed.

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	56	0	6	2

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	2.5
Number of pupils per qualified teacher:	22.4

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

Total number of education support staff:	1
Total aggregate hours worked each week:	14

Average class size

Average class size:	28
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Financial data

Financial year:	1999/2000
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£

Total income	117,278
Total expenditure	114,869
Expenditure per pupil	2,015
Balance brought forward from previous year	2,515
Balance carried forward to next year	4,924

· **PARENTAL SURVEY**

Number of questionnaires sent out: 55

Number of questionnaires returned: 19

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	42	47	0	5	5
I would find it easy to approach the school with questions or problems to do with my child(ren)	42	37	5	5	11
The school handles complaints from parents well	21	32	32	16	0
The school gives me a clear understanding of what is taught	32	26	37	5	0
The school keeps me well informed about my child(ren)'s progress	42	42	5	11	0
The school enables my child(ren) to achieve a good standard of work	42	21	26	5	5
The school encourages children to get involved in more than just their daily lessons	47	42	11	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	26	47	16	11	0
The school's values and attitudes have a positive effect on my child(ren)	32	42	11	11	5
The school achieves high standards of good behaviour	32	53	0	11	5
My child(ren) like(s) school	37	37	16	5	5

· **Other issues raised by parents**

Provision for pupils with special educational needs.