

INSPECTION REPORT

EARLEY ST PETERS CE PRIMARY SCHOOL

Reading

LEA area: Wokingham

Unique reference number: 110009

Headteacher: Mr D Lees

Reporting inspector: Mr C Deane-Hall
23757

Dates of inspection: 13 – 14 March 2000

Inspection number: 189254

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary with nursery unit
School category:	Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Johnson
Date of previous inspection:	September 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Earley St Peters C E Primary School serves the community of Earley in the Borough of Wokingham and Reading. It is a voluntary aided Church of England school, which provides education for boys and girls between the ages of four and eleven. Since the time of the last inspection in 1996, the school has opened a 52 part-time nursery (which represent 26 full-time) and completed the building of a new teaching block for pupils in Years 3 and 4. There is a total of 428 pupils of which 197 are girls and 231 are boys.

The majority of the pupils live in the community surrounding the school. However, around 20 per cent of the pupils live in Reading and half of the pupils come to the school because of its Christian foundation. Much of the accommodation in the area is privately owned housing. About 11 per cent of the pupils join or leave the school other than at the usual time. The number of pupils known to be eligible for free school meals is 13 (3 per cent) which is below average. Around 55 (13 per cent), of the pupils have English as an additional language. Of these the most frequently spoken languages are Punjabi, Urdu, Cantonese and Greek. The proportion of pupils with English as an additional language has increased since the last inspection. There is a total of 96 pupils (22 per cent) who are on the special educational needs register. This total is about average. Five pupils who are on the special educational needs have a Statement of Special Educational Need. The level of attainment of the majority of children on entry to the nursery is above the level expected. Around two thirds of the pupils transfer to the main school at the age of five and of these the majority have a level of attainment which is above the level expected for their age.

HOW GOOD THE SCHOOL IS

This is a good school which places a high priority on providing pupils with a very well balanced curriculum which is firmly based upon Christian values. It is a caring community. Standards in English, mathematics and science are above the national average. In comparison with similar schools, pupils' attainment is well above average in English and mathematics and above average in science.

The quality of teaching and learning are good and often very good. Provision for pupils with special educational needs is good. Pupils' attitudes to learning, their behaviour and personal development are very good. The effectiveness for teaching literacy and numeracy is good. Overall, the provision for the development of pupils personal development is very good and links with parents are very strong. The school is well led by the headteacher, senior staff and governing body. Overall, the school provides very good value for money.

What the school does well

- Standards in English and mathematics are good at the end of Key Stage 2 and the implementation of the Literacy and Numeracy Strategies is very effective in raising standards.
- The provision for children under-five is very good. The quality of the teaching is very good and the curriculum is broad, balanced and relevant to the children's needs.
- The quality and range of learning opportunities in both key stages are very good and, together with good teaching, strongly support pupils' learning.
- The provision for pupils' moral development is excellent and the school supports pupils' spiritual and social development well. As a result, pupils have very positive attitudes to learning and behave very well. Their personal development is also well supported.
- The leadership of the headteacher is very good and together with the deputy headteachers, senior staff and governing body provide a clear educational direction for the school. The management of the school is efficient.
- The school works closely with parents who are very pleased with the education it provides.

What could be improved

- Standards in information technology could be higher.
- Pupils' awareness of the multi-cultural nature of society, particularly through art, music, dance and drama.
- The role of co-ordinators in monitoring the quality of standards and teaching and learning in science and the foundation subjects needs to be extended to allow them to share what constitutes good or better teaching, so that teaching and learning improve still further.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996. Since that time, it has made good improvement in addressing the areas for development identified at the last inspection. The management structure has been firmly established and provides a secure framework for the school's continued improvement. Effective systems have been developed for monitoring the performance and response of pupils in lessons, particularly in literacy and numeracy. The curriculum for design and technology has improved. In addition, the quality of teaching has improved to the extent that overall, one third is very good. The accommodation has considerably improved since the last inspection. The nursery provides very good education for children under-five and the new teaching block provides a good learning environment for pupils in Years 3 and 4. Standards at the end of Key Stage 2 in English, mathematics and science have improved steadily over recent years and at a rate which is greater than national trends.

In addition, the school has made improvements in the provision for information technology and in the way it analyses the results of tests and assessments to set targets for improvement. The school has successfully implemented the Numeracy and Literacy Strategies. Both of these are helping to improve standards still further and, in the case of numeracy, the increased oral work is beginning to improve pupils' mental agility. Since the last inspection, the school has maintained what it does well and has improved other areas. It is effectively placed to continue to improve.

STANDARDS

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

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

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

By the age of five, most pupils attain and several exceed, the Desirable Learning Outcomes in all of the six areas of learning. The table above refers to the school's average grades. It shows that in 1999 standards in English were well above average when compared with all schools and with similar schools. Pupils' achievement, including pupils with special educational needs and those with English as an additional language is good.

The school has set itself realistic targets to help pupils improve and is on line to achieve them. Over the last four years standards have improved at a greater rate than the national trends. There is no significant difference in attainment by gender. However, standards at the end of Key Stage 1 declined in 1999 in reading writing and mathematics. This was because the proportion of pupils with special educational needs was higher than usual. This had a detrimental effect on the school's overall standards at the end of the key stage. Standards in information technology, though broadly in line with the level expected at the end of both key stages, could be better. The school is aware of this and has made improvements in the quality of computers in classes and has increased teachers' confidence in the subject. The school has not yet benefited from the National Grid for Learning initiative but has well thought-out development plans which include an information technology suite.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy school, are keen to succeed and are interested in their work.
Behaviour, in and out of classrooms	Very good; pupils are well behaved both in and outside the classroom. They are courteous, polite and respect one another.
Personal development and relationships	Very good; pupils respond very well to the opportunities provided to support their personal development.
Attendance	Good; attendance has improved since the last inspection. Procedures for monitoring and promoting attendance are good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

Overall, the quality of teaching is good and it has improved since the last inspection. In the nursery, teaching was never less than good and a high proportion (67 per cent), was very good. Teachers have good skills in teaching literacy and numeracy. Very good teaching was seen in both subjects. In literacy, the very good teaching was seen in both key stages. Here teachers' planning was very good and they explained new ideas extremely well. In addition, teachers had very good relationships with pupils, provided supportive comments to help pupils' progress and matched activities well to pupils' needs. These are important contributory factors to pupils' good rate of learning. Very occasionally teaching was unsatisfactory because learning outcomes from the lessons were unclear to pupils, insufficient time was allowed for the main part of the lesson, and the pace of the lesson was too slow and lacked sparkle which reduced pupils' motivation and learning.

In numeracy, very good teaching takes place in both key stages. In the best lessons teachers had a very secure subject knowledge which they used well to set challenging activities to make pupils think deeply. They used time and adults very effectively to support pupils' learning and the short time towards the end of the lesson was used well to consolidate and extend pupils' understanding. A common strength amongst teachers is their high expectation of what pupils can do. Pupils know what is expected of them and usually rise to meet the challenge. This helps pupils to know what they are to do, and stimulates their interest and concentration. Pupils often put a great deal of effort into their activities and work at a very good pace.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; it is broad, balanced and relevant. Activities are stimulating and involve pupils well in what they are doing. The curriculum covers the requirements of the National Curriculum very well. Provision for extra-curriculum activities is good.
Provision for pupils with special educational needs	Good; all pupils are supported well through well-focused individual education plans. Parents are appropriately involved in pupils' regular reviews, and targets are measurable and attainable. Support staff are well deployed and have a beneficial effect on pupils' progress.
Provision for pupils with English as an additional language	Pupils with English as an additional language are effectively supported. Their needs are well known to staff and they are provided with appropriate activities which help them to improve their English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall; provision for pupils' moral development is excellent. Pupils' social development is very well supported and provision to support their spiritual awareness is good. The provision for pupils' cultural development is satisfactory. More opportunities could be provided to support their awareness of other cultures.
How well the school cares for its pupils	Well; the school has good procedures for child protection which are known and followed by staff.

The curriculum is well planned and schemes of work have been updated, where necessary, since the last inspection. They form a useful framework to support teachers in their planning. Planning takes into account what pupils have already learnt and builds carefully on their skills, knowledge and understanding. The school makes good use of the National Literacy and Numeracy Strategies and learning intentions are very clear in teachers' short-term planning. The range of extra-curricular opportunities offered is appreciated by pupils and parents. The school has very close links with the parish and pupils take an active part in the local community by entering competitions and supporting a range of charities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall; the headteacher and key staff have a very clear view of the educational direction of the school and work well together as a strong and effective management team. The governors support the work of the school well and, together with the staff, share a commitment to improvement.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties well.
The school's evaluation of its performance	The school is good at monitoring and evaluating its effectiveness. It undertakes a detailed analysis of test and assessment results to support curriculum planning. Procedures for monitoring the quality of teaching and learning in literacy and numeracy are good. However, the role of other subject co-ordinators is not sufficiently developed.
The strategic use of resources	Staff, accommodation, learning resources and additional funding are all used very well to support the work of the school.

The financial planning and school's administrative procedures are very good and support the work of the school well. The school takes satisfactory measures to ensure best value for money. It compares its performance with that of other schools and sets itself appropriate targets for improvement. When buying services it carefully compares prices and contracts. It takes into account the views of parents when making decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The values and attitudes promoted by the school help pupils' personal development.• Children's behaviour is good.• The standards attained by the pupils.• The teaching is good and teachers expect pupils to work hard and do their best.• The way that the school handles questions or problems;• The school is well led and managed	<ul style="list-style-type: none">• The range of activities provided outside lessons.• The amount of homework provided.

Inspectors agree with parents' positive views about the school. The school provides a good range of activities for pupils out of school lessons. These include football, netball, cricket, choir, band, music, short tennis, tag rugby and recorders. In addition, there is a conservation club, which is responsible for the pleasant planters and hanging baskets around the school. Inspectors do not agree with some parents concerns about homework. As pupils move up through the school, increased amounts of homework are expected and set. Homework includes literacy and numeracy and other current work. Its use has a positive effect on pupils' progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and mathematics are good at the end of Key Stage 2 and the implementation of the Literacy and Numeracy Strategies is very effective.

- 1 The school has maintained high standards in both subjects over recent years and in comparison with similar schools results are well above average by the end of Key Stage 2. Over the last four years, standards have been consistently high and trends show a steady improvement in pupils' level of attainment by the end of Key Stage 2. Standards in English, mathematics and science have improved at a greater rate than found nationally.
- 2 Pupils' speaking and listening skills are high. They speak confidently in lessons and in larger gatherings, for example, in collective worship. They adapt their use of language to the occasion and needs of their audience well; for example, older pupils guide visitors around the school and explain how the school operates. Pupils listen very well to instructions given and the teaching of subject specific vocabulary is good. For example, pupils explain their work using subject specific language correctly. Pupils in Year 5 discuss their work on fractions using the word 'numerator' and pupils in Year 3 discuss the effects of 'magnetism' in science. The school has implemented the Literacy Strategy well and its use has a very beneficial effect on pupils' learning. Standards in reading and writing are good. By the time pupils leave the school, they can retrieve information from books using indexes and glossaries and have satisfactory skimming and scanning skills. Many read with a sense of audience, accentuating words correctly and using expression effectively so that the listener is guided to the meaning of the text. Pupils' writing is well presented. They use a range of writing styles well, such as narrative, poetry, note-taking and letters to convey their thoughts. Most have a good grasp of punctuation and grammar. They use a wide and interesting vocabulary which enriches their writing.
- 3 The implementation of the Numeracy Strategy is having a positive effect on pupils' numeracy. The school puts appropriate emphasis on developing pupils' mental agility in lessons. This has a beneficial effect on their ability to solve problems. Many are beginning to explain which strategies they used when using mental recall to answer questions. Teachers often allow time for pupils to listen to others' strategies which helps pupils to understand that there may well be several correct ways of solving one problem. The school has analysed the results of tests and assessments well and identified areas to support pupils' achievement. For example, in Year 6 teachers provide good opportunities for pupils to improve their skill in solving problems. They explain very clearly to pupils where to begin when confronted with complicated problems. Nearly all average and higher attaining pupils have a secure understanding of how to select important information, which of the four rules of computation to use and how to present their solution to a problem. Pupils are generally confident to have a go when undertaking new or challenging activities and teachers are at pains to assure pupils that it is all right to make a mistake and learn from it. Teachers' positive approach to mathematics is infectious in lessons. In both key stages, pupils show considerable delight when they successfully complete a particularly challenging piece of work.

The provision for children under-five is very good. The quality of the teaching is very good and the curriculum is broad, balanced and relevant to the children's needs.

- 4 The school has opened a nursery since the last inspection. It provides education for 26 full-time equivalent children from the age of four. The curriculum offered to these children is planned very well to cover all of the areas of learning for children under-five; that is; language and literacy, mathematics, knowledge and understanding of the world, creative and physical development and personal development. All children, including those with special educational needs, make good progress. By the age of five, most attain the Desirable Learning Outcomes in each of the six areas of learning, and several exceed them.

- 5 The school provides a very well balanced curriculum which meets the needs of these young children well. The long and medium-term planning is thorough and carefully builds on what children already know, understand and can do. Weekly plans are carefully drawn up by all adults who work in the nursery. This helps to ensure that nursery assistants know exactly what is expected. For example, they know what is to be assessed and what language needs to be developed with the children. Planning has a clear focus for learning and highlights the methods and organisation necessary to ensure maximum benefit for children's learning; for example, planning notes both child self-directed and adult led activities.
- 6 Procedures for assessing children's attainment and progress are good. Planning identifies the aspects of learning which are to be assessed and adults have a very clear view of how assessment is to be carried out. Information gained from assessment is used well to support children's next steps in learning and individual targets are set for children in language and literacy, mathematics and personal and social development. The effectiveness of the curriculum and the way that children are cared for, is evident in the good progress they make.
- 7 The quality of teaching for children under-five is very good. The teaching is characterised by teachers having a very good knowledge and understanding of young children's development and of the Desirable Learning Outcomes. This helps to ensure that lesson plans identify learning outcomes, and activities are appropriately matched to children's needs. A particular strength of teaching is the very high expectation of what children can do. This leads to children being provided with challenging activities. In addition, all adults expect and maintain very good levels of behaviour from children.
- 8 Teachers use imaginative and very stimulating methods and organisation which successfully motivate children and help to maintain their interest. For example, children are guided towards choosing activities by responding to a letter from the 'Giant', on his ninth birthday. Time, resources and staff are used very effectively. The two nursery assistants are well deployed and make a valuable contribution to children's teaching and learning. No time is wasted and every opportunity is taken to reinforce knowledge and understanding across the areas of learning and to provide opportunities for personal and social development.
- 9 Around two thirds of the children transfer to the main school at the age of five. Teachers liaise very well so that children continue to build on their prior level of attainment when they enter the main school. Records of achievement for individual children are passed onto the next teacher and the school provides a good induction programme to help ensure children's smooth transfer into Key Stage 1.

The quality and range of learning opportunities in both key stages are very good and, together with good teaching, strongly support pupils' learning.

- 10 Lessons are relevant and generally exciting; for example, in Year 2, pupils are provided with good opportunities to increase their understanding of electrical circuits. By using a battery, an electric motor, two wires and a piece of card they successfully made a propeller. The school has worked hard and successfully to ensure that, even though there is a clear emphasis on literacy and numeracy, the curriculum is well balanced and relevant to pupils' needs. There are examples of good standards of work in art, music, history and geography. Breadth and balance in the curriculum is achieved through clear long-term planning and by using subjects to support literacy and numeracy. For example, in science, pupils regularly use their literacy to record their findings. They use their numeracy skills to measure the results of their experiments, for example, in Year 4, when evaluating the insulation properties of different materials. Activities are carefully planned to sustain pupils' interest and concentration. Learning is enhanced by teachers providing pupils with opportunities to speculate imaginatively in their work. For example, pupils are set tasks which involve an element of the unknown which they are expected to find out about.

- 11 The quality of teaching is good overall and often very good. There are several common strengths which are notable. Teaching in every class is firmly founded upon very good relationships between staff and pupils. Pupils trust their teachers and recognise that they want the best for them. Staff value pupils' ideas and actively encourage them to contribute to lessons by asking individuals for their answers and views. Pupils increase their confidence when replying to teachers' questions, often responding in an animated way. For example, in a numeracy lesson in Year 2, one pupil corrected himself when explaining how he solved a problem and became excited when he realised the relationships between the numbers. Teachers have high expectations of what pupils can do. They set challenging activities for pupils of different prior attainment which often make pupils think deeply. In most lessons, pupils rise to the challenges set and do their best, often to good effect. Teachers expect and achieve very good behaviour from pupils.
- 12 Teachers plan their lessons very thoroughly. Information gained from assessment is used well to ensure that most lessons build systematically on what pupils already know, understand and can do. Work is supported well by the use of regular homework which consolidates pupils' learning and allows parents to take an active part in their child's education. Teachers have a very secure understanding of how to teach literacy and numeracy. They use time effectively in lessons and at the end of lessons often bring pupils together well to assess their progress, to consolidate learning and to prepare pupils for the future activities. This helps pupils to assess their own progress and to build on their level of personal development. Teachers have a clear idea of how long they wish to spend on different parts of lessons; for example, introductions to lessons are clear and crisp with good explanations and allow plenty of time for the main activity to be completed. Pupils are often set time targets for the completion of work which effectively motivates them. Teachers deploy support staff and adult helpers effectively. This has a particularly good effect on the progress of pupils with special educational needs towards achieving their agreed targets.
- 13 Teachers create a positive climate for learning. They show by their example that learning is enjoyable. They choose and use resources effectively to support pupils' learning and use praise appropriately. They also make it quite clear when they feel that insufficient work has been completed. Pupils respond to this by working hard and completing good quantities of work. Occasionally, the pace of the lesson declines and activities do not sufficiently match the needs of pupils. When this happens pupils' progress suffers and they do not achieve as much as they could.

The provision for the development of pupils' moral development is excellent and the school supports pupils' spiritual and social development well. As a result, pupils have very positive attitudes to learning and behave very well. Their personal development is also well supported .

- 14 The school provides very good opportunities for pupils to become self-reliant and to increase their personal development. Staff provide a consistent approach to dealing with moral issues and pupils have a strong sense of right and wrong. Teachers provide very good role models for pupils and often include moral issues within lessons. This underpins the importance of appropriate moral behaviour for pupils. School assemblies are used very effectively as a means of reminding pupils of right and wrong, and to emphasise that everyone is responsible for their actions.
- 15 Good opportunities are provided for pupils to develop their spiritual awareness. There are close links with the parish and the clergy regularly visit and help in school. Time is set aside in collective worship for pupils to be still and quiet; to reflect and to think about issues discussed. The school is aware of the need to offer pupils places where they may be still and several quiet areas are provided around the school. When entering the school it is noticeable that there is a calm atmosphere which pervades the building. Teachers actively promote opportunities for pupils to wonder at their world. For example, in science, pupils in Key Stage 1, showed amazement at the result of connecting an electric motor to a battery.

- 16 Provision for pupils' social development is very good. Pupils are expected to be mindful of the needs of others. This attitude is promoted well through the way that staff build relationships with pupils. Pupils are provided with opportunities in their classes to undertake responsible duties for the benefit of all the class. Older pupils help to run the school by showing visitors around and by manning the administrative office during the midday break. The school regularly raises money for others less fortunate than themselves; for example, pupils in Year 6 raised money in response to flooding in Mozambique.
- 17 Pupils respond very well to the hard work and dedication of the staff and their self-confidence grows as they progress through the school. Older pupils spontaneously help younger ones and the school functions as an orderly community. Pupils have very positive attitudes to learning and enjoy coming to school. They are respectful of others' values and feelings. They take care of their own and others' property and behave very well in lessons and around the school. Pupils' attitudes have a positive effect on their work. In nearly all cases, work is neatly presented; it is dated and books are carefully looked after.

The leadership of the headteacher is very good and together with the deputy headteachers, senior staff and governing body provide a clear educational direction for the school. The management of the school is efficient.

- 18 The headteacher, senior staff and subject co-ordinators work well together. They have a shared vision and are committed to high standards. The school has a strong ethos based upon Christian values and regards the pupils' personal development as very important. The ethos of the school ensures that pupils are very well cared for. Staff and pupils treat each other with respect and work together to achieve their best. This, together with the school's recognition of the importance of good academic standards provide a very good learning environment for pupils to develop and grow.
- 19 The school constantly seeks effective ways to help all pupils to realize their true potential. The results of tests and assessments are carefully analysed to highlight areas of strength and those where pupils' achievement could be improved. For example, the school recognises the need for pupils to use and apply their mathematics and has successfully set about improving this aspect of the subject. The school sets appropriate performance targets which are based upon pupils' prior attainment and is on line to meet them. Good procedures are in place to monitor and evaluate the quality of teaching and learning in English and mathematics. However, the school recognises the need to widen these procedures to include other subjects to improve the quality of teaching and learning still further.
- 20 Members of the governing body are fully involved in the life of the school. The headteacher and chairman work very well together and, with the governing body, have a good idea of the school's strengths and areas for improvement. Governors are effectively involved in the school's good strategic planning and fulfil their statutory duties well. Governors have complete trust and confidence in the headteacher but take their important role of 'critical friend' very seriously.
- 21 The financial management of the school is efficient. Care is taken to ensure that funds are directed to ensure that the targets which the school sets itself through its development plan are very well supported. The work of the school is well supported by the efficient administrative and financial staff.

The school works closely with parents who are very pleased with the education it provides.

- 22 The response of parents to the questionnaires was very positive. At the parents' meeting before the inspection, parents commented favourably about many aspects of the school, especially the hard work and commitment demonstrated by the teachers. Parents appreciate the way that the school consults them. For example, the quality of pupils' annual reports has improved following concerns expressed by a number of parents. They vast majority feel well informed about school life and the

weekly newsletters and termly 'curriculum news' booklet provide valuable information to support parents in helping with their children's learning.

- 23 The 'open door' policy is appreciated by most parents. Many feel very welcome in school and particularly appreciate the openness of the headteacher. Parents are happy to share ideas and concerns with staff. The school takes notice of their concerns and whenever possible, tries to comply with their ideas and suggestions. The school provides valuable opportunities for parents to keep up-to-date with new initiatives, such as the Literacy and Numeracy Strategies.
- 24 Parents are very positive about the discipline in school. They know that their children are well cared for and think that teachers treat all children fairly. Parents are positive about the home-school agreement. They see themselves as true partners in their children's learning.

WHAT COULD BE IMPROVED

Standards in information technology need to be improved.

Refers to key issue 1

- 25 Although standards in information technology, by the end of Key Stage 2, are broadly in line with the level expected, they could be higher. This is because, until recently, there has been limited hardware and a few teachers have lacked confidence in the subject. However, the school is aware of the issue and has started to improve the situation. New computers have been bought and the newly appointed co-ordinator supports teachers where necessary. A recently revised scheme of work provides a clear framework for teachers' planning. However, there has been insufficient time for it to have a positive effect on standards. The school is aware that there have been shortcomings in the coverage of the curriculum in the past, notably in the control, modelling and monitoring aspect. To ensure that the requirements of the National Curriculum are met it is 'buying in' specialist teachers.
- 26 The development plan for the subject is good. It takes account of the National Grid for Learning initiative and recognises the need for increased software and professional development of staff. It also includes interesting plans for the development of an information technology suite.

Pupils' awareness of the multi-cultural nature of society

Refers to key issue 2

- 27 The school supports pupils' awareness of different faiths effectively. For example, in religious education pupils are taught about Judaism, Buddhism and Sikhism. However, there are limited opportunities in the curriculum for pupils to improve their understanding of the traditions and customs of other cultures. It does not make the most of the richness of the community to increase the pupils' awareness of the multi-cultural nature of society. This multi-cultural dimension of the curriculum could be improved particularly through art, music, dance and drama.

The role of subject co-ordinators

Refers to key issue 3

- 28 The school has implemented good procedures for evaluating, monitoring and disseminating information about what constitutes good or better teaching in literacy and numeracy. However, the role of other subject co-ordinators does not yet include this important aspect. Whilst co-ordinators have made good progress since the last inspection in monitoring teachers' planning, they are uneasy about monitoring teachers' performance in the classroom because they are unsure about what they should be looking for. There are examples of very good teaching that are not shared with

staff to improve the quality of teaching and so help to raise standards still further. Whilst this has been generally successfully achieved in literacy and numeracy, subject co-ordinators now need to take this further and analyse what does and does not work well in the teaching of their subject.

- 29 The school monitors the standards attained in literacy and numeracy well. The headteacher, management team and subject co-ordinators use information gained from tests, assessments and from sampling pupils' work to analyse strengths and areas for improvement. However, this practice is not sufficiently extended to other subjects so that co-ordinators are fully aware of the standards attained in their own subject and better informed when setting targets for improvement in their subject's action plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff should work together to:

- 1) Raise standards in information technology by:
 - a) improving the breadth of the curriculum, particularly in the control, modelling and monitoring aspect of the subject;
 - b) increasing teachers' confidence in the subject so that all are aware of the possibilities for using information technology in other subjects;
 - c) increasing the level of resources.
(Refer to paragraphs 25-26)

Information technology is a priority in the school development plan for 1999/2000.

- 2) Improve pupils' awareness of the multi-cultural nature of society by:
 - a) improving the opportunities within the curriculum for pupils to experience the richness of the traditions and customs of other cultures, particularly through art, music and dance.
(Refer to paragraph 27)
- 3) Extend the role of subject co-ordinators to improve the monitoring of teaching and learning and so raise standards in their subjects.
(Refer to paragraphs 28-29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	36	50	7	7	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	428
Number of full-time pupils eligible for free school meals	0	13

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	96

English as an additional language

	No of pupils
Number of pupils with English as an additional language	55

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	35

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	37	34	71

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	30	33
	Girls	26	27	24
	Total	58	57	57
Percentage of pupils at NC level 2 or above	School	82 (87]	80 (95)	80 (87)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	36	36
	Girls	29	28	26
	Total	62	64	62
Percentage of pupils at NC level 2 or above	School	87 (90)	90 (88)	87 (94)
	National	82 (80)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	39	30	69

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35	35	35
	Girls	27	24	27
	Total	62	59	62
Percentage of pupils at NC level 4 or above	School	90 (83)	86 (87)	90 (87)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35	37	37
	Girls	27	26	28
	Total	62	63	65
Percentage of pupils at NC level 4 or above	School	90 (84)	91 (81)	94 (87)
	National	69 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	7
Black – other	0
Indian	13
Pakistani	21
Bangladeshi	0
Chinese	2
White	348
Any other minority ethnic group	35

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y 6

Total number of qualified teachers (FTE)	19
Number of pupils per qualified teacher	25
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	186

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	13

Total number of education support staff	2
Total aggregate hours worked per week	25

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	695547
Total expenditure	672111
Expenditure per pupil	1377
Balance brought forward from previous year	32977
Balance carried forward to next year	55292

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	480
Number of questionnaires returned	177

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	4	1	0
My child is making good progress in school.	51	46	2	1	0
Behaviour in the school is good.	53	45	1	1	0
My child gets the right amount of work to do at home.	30	49	17	2	2
The teaching is good.	54	43	1	0	2
I am kept well informed about how my child is getting on.	36	51	12	1	1
I would feel comfortable about approaching the school with questions or a problem.	72	25	3	0	0
The school expects my child to work hard and achieve his or her best.	62	34	2	1	1
The school works closely with parents.	42	51	5	2	1
The school is well led and managed.	63	33	2	0	2
The school is helping my child become mature and responsible.	59	40	1	1	0
The school provides an interesting range of activities outside lessons.	37	42	9	5	6