

INSPECTION REPORT

FRESHFORD C of E PRIMARY SCHOOL

Freshford, Bath

LEA area: Bath and North East Somerset

Unique reference number: 109195

Headteacher: Anne Forrest

Reporting inspector: Mr. I. T. Pratt
13626

Dates of inspection: 13 - 15 March 2000

Inspection number: 189325

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	High Street Freshford Nr Bath
Postcode:	BA3 6EE
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Appropriate authority:	Governing Body
Name of chair of governors:	Sally Humpston
Date of previous inspection:	23 - 27 September 1996

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Freshford CofE Primary School is a mixed school of smaller than average size, serving 116 pupils aged between 4 and 11 years of age. Fifty-six per cent of pupils are girls and 44 per cent are boys. Children enter the reception class at the beginning of the year in which they will have their fifth birthday, and a majority have levels of skill and knowledge above those usually found in children of this age.

The school is situated in the picturesque village of Freshford about seven miles from the city of Bath, and is surrounded by beautiful countryside. It serves the village of Freshford, but due to local population patterns, has an increasing number of pupils from the surrounding villages. The pupils come from a very wide range of social and economic backgrounds, although many come from quite advantaged backgrounds. Five per cent of pupils are eligible for free school meals; well below the national average. No pupil comes from a home where English is an additional language; well below the national average. Nineteen per cent of pupils have special educational needs, a figure in line with the national average, as is the proportion of pupils with a Statement of Special Educational Need.

HOW GOOD THE SCHOOL IS

Freshford C of E Primary is a very effective school that serves its community very well. The pupils achieve high standards because of their very positive attitudes to learning and because at Key Stage 2, the quality of teaching is almost always good and is at times very good or excellent. The headteacher provides very effective leadership which is continuing to significantly improve standards of achievement and the quality of education provided. The school provides good value for money.

What the school does well

- The school has very effective management and leadership, and is constantly striving to improve its work;
- Pupils achieve high standards in literacy and numeracy at the end of Key Stage 2 and their rate of learning is rapid;
- Pupils behave well, and by the end of Key Stage 2, they show a very mature, responsible approach to their work;
- The quality of teaching at Key Stage 2 is consistently good;
- The school provides a rich and stimulating curriculum, including very good provision for personal, moral and social development.

What could be improved

- The quality of teaching is unsatisfactory overall at Key Stage 1, and this inhibits the rate at which the pupils learn and the standards they achieve;
- The quality of accommodation is exceptionally poor and severely hinders teaching and the pupils' learning.

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

The school has many significant strengths that very heavily outweigh its few areas for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996, and it was found to provide a satisfactory standard of education. It has improved very significantly across many aspects of its work, during a period of great turbulence in the school. This has included two changes in headteacher, with the current head being in post for two years; major changes in the composition of the governing body; prolonged staff absences; intense activity to finalise the building plans to redevelop the school on the existing site and a deficit budget. During this difficult period, standards of attainment have improved very substantially at the end of Key Stage 2 and pupils now achieve well above expected levels in English, mathematics and science. At the end of Key Stage 1, the school's performance in the National Curriculum assessments has improved very well. The curriculum for children under the age of five is now satisfactory and the school has made adequate progress in developing its provision for

information technology, although there is still much to do. The quality of leadership and management is now very good and the school is moving forward in a very positive way in many aspects of its work.

STANDARDS

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

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

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

The good standards that the pupils attain at the end of Key Stage 2 are a major strength of the school. Children enter the reception class with above expected attainments. They make satisfactory gains in language and literacy and mathematical development, and at the age of five, most continue to attain standards above those expected for children of this age. The results of the 1999 Key Stage 1 National Curriculum assessments are very high in reading, writing and mathematics, placing the school's performance in the highest five per cent nationally when compared with all schools and similar schools. Work seen during the inspection does not confirm these standards. Pupils are currently attaining standards in English, mathematics and science that are in line with the national expectations. This is unsatisfactory because they are capable of much more, as is seen in the standards attained at the age of five and when pupils reach the end of Key Stage 2. They underachieve because there have been significant disruptions in teaching, caused by staff absence, and because there are weaknesses in the quality of teaching they receive. The school believes that the exceptionally good 1999 results were a consequence of very good teaching from a temporary teacher who had covered the long term absence of members of the permanent Key Stage 1 teaching staff during the previous two years.

Results in the 1999 Key Stage 2 National Curriculum tests show that standards are very high in English, placing the school in the highest five per cent in relation to all schools nationally and similar schools. In mathematics and science, the results are well above both the national average and that of similar schools. Work seen during the inspection confirms these high standards. The pupils' literacy and numeracy skills are well above average. In English, standards are rising at a rate much faster than the national trend, whilst in mathematics and science they are rising at the same rate as the national picture. Girls and boys attain equally high standards in the tests and this was confirmed in work seen during the inspection. The school's targets for attainment over the next two years are suitably challenging. All pupils achieve well, including pupils with special educational needs and high attaining pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; the pupils are eager to come to school and show much enthusiasm in their learning.
Behaviour, in and out of classrooms	Good, both in class and around the school; no exclusions in the last two years.
Personal development and relationships	Very good relationships throughout the school; personal development is a major strength of the school.

Attendance	Satisfactory, with no unauthorised absence.
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The pupils have very positive attitudes to learning. Behaviour is good in class, although pupils at Key Stage 1 have not been sufficiently well trained to concentrate fully and frequently have to be reminded to listen, stop fidgeting and get on with their work. By the end of Key Stage 2 pupils show self-control, are keen to follow the School Code of Conduct and have a thirst for learning. The pace of personal development accelerates in Key Stage 2 because teachers have higher expectations of what pupils will achieve and provide them with a wide range of opportunities to show maturity, initiative and independence in their learning. Relationships between pupils and with adults are very good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	satisfactory	unsatisfactory	good

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

The quality of teaching in the school presents a complex and at times contradictory picture. The quality of teaching is judged to be satisfactory overall, even though in the 19 lessons seen during the inspection, all teaching was at least satisfactory, 86 per cent was good or better, and 20 per cent was very good or excellent. The reason for this apparent contradiction is the substantial and compelling evidence in the pupils' past work at Key Stage 1, and in the teachers' planning, that shows significant weaknesses in the teaching that these pupils receive. The weaknesses include insufficiently high expectations of what pupils will achieve and inadequate use of assessment information in planning work to meet the differing learning needs of all pupils. As a result, the pupils do not make sufficient progress in their learning. In addition, work habits of listening and sustained concentration are not sufficiently well developed.

Teaching is satisfactory for children under the age of five and promotes their learning soundly. It is based on the required areas of learning and provides adequate opportunities for children to learn through constructive play. The quality of teaching in Key Stage 2 is almost always good and is at times very good or excellent. As a result, pupils make rapid gains in their learning. Strengths include high expectations and the very good use of assessment information to guide planning. The methods used by teachers are a particular strength, including whole-class teaching at the start of all literacy and numeracy lessons, where questioning is used very effectively to promote learning. Pupils are organised and managed very effectively, so very little time is wasted. Teachers are effective in setting a positive climate for learning in the classroom, and this motivates the pupils to work hard and enjoy their learning.

The quality of teaching in English, including literacy, and mathematics, including numeracy is good at Key Stage 2 but is unsatisfactory at Key Stage 1.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; the school provides a broad, balanced and interesting curriculum that promote learning very effectively.
Provision for pupils with special educational needs	Good provision is made, enabling these pupils to make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall; the climate for learning is exceptionally positive, and this provides pupils with many, varied opportunities for personal development

How well the school cares for its pupils	Very good; the school provides a secure and safe environment and monitors the differing facets of the pupils' development very effectively.

The school provides a rich and stimulating curriculum, and has implemented the literacy and numeracy strategies well. Learning opportunities are enhanced very well by whole school activities such as 'Industry' 'Arts' and 'Book' weeks, through a wide range of visitors to the school, through residential and other visits to museums, galleries and theatres and through links with the church. Provision for high attaining pupils is of particular note, with much good work being carried out by volunteers from the community. The range of extra-curricular opportunities is very good for such a small school. The school makes very good provision for the pupils' personal, social and moral development, and good provision for their spiritual and cultural development. The school aims to provide equality of opportunity for all pupils and largely succeeds in doing so. However, pupils at Key Stage 1 do not have consistent access to sufficiently good teaching to enable them to make the progress of which they are capable. The school promotes and monitors good behaviour very well. It has very effective procedures to assess the pupils' attainments and monitor their rate of learning, and uses assessment information well to guide curriculum planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The strong and effective leadership of the headteacher has brought a clear sense of purpose and direction to the work of the school. This is reflected in its popularity with parents and the improvements in standards and the quality of education provided.
How well the governors fulfil their responsibilities	Very good. Governors fulfil all of their responsibilities well and are very effective in helping the school to bring about improvements.
The school's evaluation of its performance	Very good. Through rigorous self-evaluation, the school identifies accurately its strengths and weaknesses.
The strategic use of resources	Very good.

The headteacher provides very effective and decisive leadership for the school, and is supported very well by the governors. Strengths of management include clear educational direction, constant evaluation of the school's effectiveness, good budget and development planning and decisive action to bring about improvements. Substantial effort has been made to improve the quality of teaching at Key Stage 1, but a high level of absence of the staff involved has frustrated progress. The day-to-day administration of the school by the school secretary is of high quality, releasing the headteacher to concentrate on the pupils, staff and the curriculum. The school applies the principles of 'best value' very well when it purchases goods and services. The accommodation is of exceptionally poor quality and severely hinders teaching and learning. It was originally planned to start building work at the end of March 2000 on an entirely new building that will alleviate current difficulties, but this has not taken place, and there is no agreement on a definite start date.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
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<ul style="list-style-type: none"> • The high standards attained by the end of Key Stage 2. • The quality of teaching at Key Stage 2. • The pupils' good behaviour. • The way the school fosters maturity and responsibility in the pupils. • The richness of the curriculum, including provision for extra-curricular activities. • The friendly and caring atmosphere of the school and the high quality of relationships between pupils and with staff. • The leadership and management of the school. • The 'open door' policy when parents have questions and concerns. 	<ul style="list-style-type: none"> • The overall quality of teaching at Key Stage 1 and the adverse effect that this has on the pupils' learning. • The information provided about how the children are getting on. • The amount and consistency of homework provided at Key Stage 1.
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Inspection findings fully support the parents' very positive views about the school, and inspectors agree that the quality of teaching at Key Stage 1 is not sufficiently high to enable the pupils to make consistently satisfactory progress in their learning. Inspectors also agree that the consistency of homework is not sufficiently great at Key Stage 1. The school produces good quality, detailed reports on the pupils' progress, although these are better at Key Stage 2 than at Key Stage 1. Parents also have sufficient formal opportunities to discuss their child's work, and the school is very approachable on a more informal basis to listen to parents and supply information.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school has very effective management and leadership, and is constantly striving to improve its work.

1. The headteacher leads the school highly effectively. She has a very clear vision of what the school should achieve, and also has the management strategies to bring this vision into reality. The school's educational direction is clearly focused on the achievement of high academic and personal standards and the provision of a good quality of education. Much has been accomplished since the headteacher was appointed two years ago. This is particularly noteworthy in the context of the previous turbulence in the management of the school, taking over a substantial financial deficit and coping with much staff absence on grounds of ill health. The school has very good capacity to bring about further improvement.
2. The school evaluates its own work very thoroughly, identifies what needs to be improved, and is successful in the action it takes. Teaching and the quality of the pupils' work is monitored and evaluated very effectively. The headteacher regularly carries out formal observations of lessons, scrutinises teachers' planning and examines the pupils' work. Staff are provided with feedback, including aspects of their work that need development. This has been effective in improving the quality of teaching in most classrooms but has not been effective in all classes at Key Stage 1, partly due to frequent absences of the staff involved. The monitoring role of subject co-ordinators is developing soundly, including observations of literacy and numeracy and evaluations of the standards reached in the pupils' work. The notes of some observations show too much emphasis on description and insufficient judgement about how teaching affects the pupils' learning.
3. The governing body is very effectively led and contributes very well to the successful leadership of the school. They are far more involved in the leadership of the school than they were at the time of the last inspection, and they now participate in full partnership with the headteacher. Governors are well informed, interested in the school's work and are highly supportive of it. Increasingly they are taking a direct monitoring role, for example, through monitoring literacy and numeracy lessons, and this provides them with first hand information upon which to base their decisions. They have been highly supportive of the headteacher during the planning of the new building and have taken tough decisions when necessary to eliminate the budget deficit.
4. The budget is now planned and controlled effectively, to support the priorities set out in the school development plan. The deficit budget, inherited by the current headteacher, has been turned into a healthy and planned surplus, earmarked to support the employment of a fifth class teacher from September 2000. The school benefits from high quality administration of its day-to-day affairs by the school secretary, who not only deals efficiently with the financial and clerical duties of the school, but also forms an excellent first point of contact for parents, businesses and visitors. Through her diligent work, the school purchases its goods and services at competitive rates.

Pupils achieve high standards in literacy and numeracy at the end of Key Stage 2 and their rate of learning is rapid

5. Work seen during the inspection shows that standards in literacy are well above the national expectations at the end of Key Stage 2. The literacy hour has been implemented very effectively and is making a major contribution to the high standards achieved. Literacy development has a high priority, both in specific literacy lessons and throughout the subjects of the curriculum. In a Year 5 and 6 geography lesson, for example, skills of reading for information, discussion and note taking were used effectively by the pupils, enabling them to make good progress in their learning.
6. Teachers have very high expectations of what pupils will achieve in literacy, and are constantly looking for ways to challenge the pupils in their learning. In a Year 3 and 4 lesson, for example, the teacher had responded to the pupils' first draft of their writing with extensive, evaluative written comments. The pupils read these carefully and were able to significantly improve their

second drafts, and noticeable progress was made by all pupils. By the end of Key Stage 2, the content and accuracy of written work is of high quality, although presentation for a significant minority remains relatively weak. Pupils write confidently for a wide range of different purposes and can match the style they use to achieve differing effects, for example in letters, dialogue, poetry, note taking and recording information.

7. By the end of Key Stage 2, most pupils have developed as fluent, accurate and expressive readers, and show a high degree of understanding of what is read. Throughout the school, whole-class and group reading sessions in the literacy hours are used effectively to develop understanding of texts. Individual work is very well matched to the differing learning needs of the pupils in the class. In Years 3 and 4, the Additional Literacy Support scheme provides well targeted and good quality support for pupils needing extra help, enabling them to make good advances in their learning. Pupils with special educational needs are also supported well in developing literacy skills, as are the highest attaining pupils who participate in small group sessions with adult volunteers from the local community and the headteacher.
8. Speaking and discussion skills are very well developed. Pupils speak confidently, use a wide and interesting range of language, listen to the points of view of others and can put forward well reasoned arguments. They eagerly ask and answer questions because they are confident that their views and ideas will be valued by teachers and other pupils. The recitation of poetry has a particular emphasis in the school, through its participation in the Mid-Somerset Festival. The standards attained are very high, and are promoted by the high expectations of the teacher in-charge of the after school rehearsals.
9. Numeracy standards are well above the national expectations at the end of Key Stages 2. The National Numeracy Strategy has been implemented very effectively. The daily mental mathematics sessions are used well to develop quick recall of number facts and multiplication tables, and to develop an understanding of mathematical language. As a result, a large majority of the pupils are confident with the mental manipulation of numbers, and are able to explain the strategies they use to the rest of the class. Teachers have high expectations of what the pupils will achieve and are careful to provide written and mental challenges that are well suited to their differing learning needs, and in this way, all pupils make good gains in their learning. Curriculum planning is also very good, based on the guidance of the National Numeracy Strategy.

The quality of teaching at Key Stage 2 is consistently good

10. The quality of teaching at Key Stage 2 has been improved significantly since the last inspection, and now an overwhelming proportion of teaching is good or better, with around a quarter being very good or excellent. Rigorous and regular monitoring of the teachers' planning and work in the classroom by the headteacher has been effective. This has provided the teachers with clear feedback about what is successful and what needs development. They have responded well to this feedback, and in doing so, have improved the quality of their work.
11. Teachers plan lessons very well by clearly identifying the learning that they expect pupils to achieve during each lesson. They share the learning objectives with their pupils. This motivates them to achieve what is intended, involves them in their own learning and enables them to understand the progress they are making. Assessment information is used very well in lesson planning, to set work that matches the differing learning needs of pupils within the class. Good provision is made for pupils with special educational needs, and high attaining pupils are given suitably challenging work. Teachers have high expectations of the pupils, not only of their academic attainment, but also of their behaviour and attitudes to learning. In Year 5 and 6, for example, pupils were set the highly challenging task in geography of working in groups to decide on traffic calming measures for the village, but to do this within a set budget. Many lessons are conducted at a cracking pace, with stimulating whole-class teaching, very good use of questioning, good use of the board to organise ideas and smooth transitions from one activity to another. Tight time limits are used very effectively when pupils are set individual or group activities, and this injects a sense of excitement and urgency into their learning. Very occasionally, however, the pace of learning slows because insufficient demands are made of the pupils or because teachers do not structure the time effectively for the class.
12. The management and organisation of pupils is good and is based on the mutual trust and respect that teachers and pupils have for one another. In most instances a quiet and calm approach is

used by the teachers, often requiring only a glance or a word to bring a straying pupil back to full concentration. The rewards system is used consistently well to motivate pupils and acknowledge their good attainments and attitudes. Homework is used well to extend the pupils' learning.

Pupils behave well, and by the end of Key Stage 2 they show a very mature, responsible approach to their work

13. Standards of behaviour are good, in class, in the playground and around the school, and this contributes well to their good rate of learning. Children under the age of five and pupils at Key Stage 1 behave well, but in whole-class sessions tend to be rather restless when the attention is not focused directly on themselves as individuals. Their behaviour is not unsatisfactory, it is more that they lack basic training to pay full attention. At Key Stage 2 behaviour in lessons is good and most pupils show considerable self-discipline, rather than relying on the teacher to impose discipline. Pupils are given much responsibility for their own learning, particularly at Key Stage 2, and respond to this in a mature and sensible way. By the end of the key stage, much of the motivation for learning comes from the pupils, who are only too eager to show initiative and independence in their work.

The school provides a rich and stimulating curriculum, including very good provision for personal, moral and social development

14. The school provides a broad and well balanced curriculum that promotes academic and personal development very well. The basic subjects of the National Curriculum and religious education are greatly enriched by theme weeks that concentrate on 'Industry', 'Arts' and 'Books'. These involve a wide range of visitors to the school and educational visits that act as a stimulus for the pupils' work. Through these activities pupils gain greater awareness of the world of work and commerce, the landscape in which they live, and have opportunities to use and develop their literacy, numeracy, artistic and physical skills in 'real' situations.
15. The curriculum is enhanced well by other visitors to the school and visits to museums, galleries and theatres. Pupils in Years 5 and 6, for example, worked in school with actors to study 'Macbeth' and followed this with a visit to the theatre to see the play. Strong links with the village provide very good learning opportunities for the pupils, and ensure that the school is fully involved in the social and cultural life of the community. For example pupils participate in Freshford Amateur Dramatic Society productions, lay a wreath at the war memorial on Remembrance Day, and sing to senior citizens. The school provides a very good range of extra-curricular activities.
16. The pupils' personal development, including their social and moral development is promoted very well. All staff set very positive role models for the pupils to emulate. They show kind, friendly and caring attitudes to the pupils, who in turn show these qualities to staff, visitors and one another. By the end of Key Stage 2, pupils have a strong sense of how their own behaviour impacts on others and they show a high degree of tolerance of views and beliefs that are different from their own.

WHAT COULD BE IMPROVED

The quality of teaching is unsatisfactory overall at Key Stage 1, and this inhibits the rate at which the pupils learn and the standards they achieve.

17. Parents at the pre-inspection meeting expressed their strong concern over the quality of teaching at Key Stage 1, and inspection findings support their views. During the period of the inspection, the quality of teaching at Key Stage 1 was never less than satisfactory, and was frequently good, but there is strong evidence that this is not always the case. Work in the pupils' books and the teachers' planning shows that the expectations of the pupils are not consistently or sufficiently high, and as a result pupils do not achieve the standards of which they are capable. The results achieved in the National Curriculum assessments at the end of the key stage have been consistently high for the past three years, but this has been achieved partly through the teaching of other staff and partly through very careful preparation of the pupils for the assessments. The pupils' work in the current year indicates standards in line with national expectations and that the pupils are underachieving. The implementation of the school's literacy and numeracy strategies has improved the quality of work in one of the classes, but the quality and quantity of writing, standards in reading and numeracy standards remain too low. The quality and use of on-going assessment is unsatisfactory. Too frequently, work is not matched well to the differing learning needs of the pupils, so some are insufficiently challenged whilst others struggle to complete the tasks they are given. Marking is also not used as well as it might be to help the pupils understand what they have done well and what needs to be improved. Teachers have sufficient knowledge and understanding of the curriculum for pupils of this age. However, the expectations of the pupils' work habits are a further weakness in the work at this key stage. The pupils lack basic training in listening and concentrating, so teachers have to work very hard at times to teach the children in whole-class sessions. The use of homework, to develop literacy and numeracy skills is not sufficiently consistent, a further point that parents were concerned about at the meeting.

The quality of accommodation is exceptionally poor and severely hinders teaching and the pupils' learning.

18. The exceptionally poor quality of the school's accommodation is fully accepted by the local education authority, and there are detailed building plans to re-develop the school on its existing site. Building work should have started at the end of March 2000, and the new accommodation was due to open in the autumn term of 2000. Work has not started and no date has been set for it to do so. This accommodation is urgently needed because the current environment for learning inhibits rather than promotes progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. In their work to further raise standards and improve the quality of education at the school, the governors and staff should now:

- Improve the quality of teaching at Key Stage 1 by ensuring teachers:
 - raise their expectations of what pupils will achieve in their work;
 - establish higher standards in the pupils' work habits of listening and concentration on tasks;
 - set higher standards for the pupils' handwriting and overall presentation of their written work;
 - mark the pupils' work in far greater detail and in a more analytical way, to inform pupils what has been successful, what needs development and how to improve their work;
 - use on-going assessment more effectively to plan work that challenges all pupils and enables them to take their next steps in learning;
 - use homework more consistently to promote the pupils' learning in literacy and numeracy;
- Substantially improve the quality of accommodation by:
 - continuing to press the local education authority for a start date for the building work that was originally scheduled for the end of March 2000.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	16	63	16	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	116
Number of full-time pupils eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	22

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.9
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	6	7	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	7	7	7
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	5
	Girls	7	7	7
	Total	13	13	11
Percentage of pupils at NC level 2 or above	School	100	100	85
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	6	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	6	5	5
	Total	16	15	15
Percentage of pupils at NC level 4 or above	School	100	94	94
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	6	5	6
	Total	16	15	16
Percentage of pupils at NC level 4 or above	School	100	94	100
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	91
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	5.1
Number of pupils per qualified teacher	22.7
Average class size	29

Education support staff: Y – Y[]

Total number of education support staff	3
Total aggregate hours worked per week	43

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.

Financial information

Financial year	1998/99
	£
Total income	236121
Total expenditure	214151
Expenditure per pupil	2059
Balance brought forward from previous year	-7856
Balance carried forward to next year	14115

Results of the survey of parents and carers

Number of questionnaires sent out:

116

Number of questionnaires returned:

68

Percentage return

59%

Responses (percentage of answers in each category):

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes the school	63	35	2	0	0
My child is making good progress in school	42	45	6	1	6
Behaviour in school is good	51	45	1	0	3
My child gets the right amount of work to do at home	34	40	22	4	0
The teaching is good	47	41	10	2	0
I am kept well informed about how my child is getting on	40	29	27	4	0
I would feel comfortable about approaching the school with questions or problems	69	27	4	0	0
The school expects my child to work hard and achieve his or her best	59	30	6	2	3
The school works closely with parents	47	40	7	6	0
The school is well led and managed	63	30	3	1	3
The school is helping my child become mature and responsible	53	39	3	0	5
The school provides an interesting range of activities outside lessons	34	43	13	5	5