

INSPECTION REPORT

MARTLESHAM BEACON HILL PRIMARY SCHOOL

Martlesham, Suffolk

LEA area: SUFFOLK

Unique reference number: 124596

Headteacher: Mrs Jane Brown

Reporting inspector: Mr Peter Mathias
21945

Dates of inspection: 6 – 7 March 2000

Inspection number: 189337

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 - 11
Gender of pupils:	Mixed
School address:	Black Tiles Lane Martlesham Woodbridge Suffolk
Postcode:	IP12 45S
Telephone number:	01473 624409
Fax number:	n/a
Appropriate authority:	The Governing body
Name of chair of governors:	Mrs C Goldsmith
Date of previous inspection:	22nd – 26th 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**

There is a very wide and well-resourced curriculum in which provision for pupils' personal development and spiritual, moral, social and cultural development is very good.

Results for pupils at the end of Key Stage 2 in the national tests are very high and there is a strong commitment from the headteacher and staff to maintain and raise standards further.

Standards in writing are very high and the school provides very good opportunities through the literacy hour and in other lessons for pupils to learn to write well.

The teaching is very good within Key Stage 1 and good within Key Stage 2. Staff are very committed to providing classrooms which are stimulating and where pupils' achievements are celebrated.

The headteacher is a very effective and strong leader who has worked closely with staff to provide the school with a clear sense of direction.

WHAT COULD BE IMPROVED **15**

Some co-ordinators and deputy headteacher are not carrying enough responsibility.

Teachers do not always mark pupils' work in the same way. Not enough emphasis is placed on expecting pupils to take a pride in the presentation of their work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	125		(below average)
Pupils with English as an additional language:	2	1.7%	(below average)
Pupils entitled to free school meals	4	3.3%	(below average)
Pupils on the register of special educational needs:	11	9.2%	(below average)
Average class size:	23.8		

The school serves the area of Martlesham. Children attend the school on a full-time basis in the term in which they will be five. Currently there are 12 pupils in the reception year, six of whom are under five. There is a very small percentage of pupils with English as an additional language (1.7 per cent).

HOW GOOD THE SCHOOL IS

Martlesham Beacon Hill is an effective school. It achieves high standards and provides well for all its pupils. It gives good value for money.

What the school does well

- There is a very wide and well-resourced curriculum.
- Provision for pupils' personal development is very good.
- Results for pupils in Year 6 in the national tests are very high and there is a strong commitment from the headteacher and staff to maintain high standards for all pupils.
- Standards in writing but not handwriting are very high and the school provides very good opportunities through the literacy hour and in other lessons for pupils to learn to write well.
- Provision for pupils' spiritual, moral, social and cultural development is very good. The provision for pupils to appreciate the richness and diversity of other non-European cultures is outstanding.
- The teaching is very good within Key Stage 1 and good within Key Stage 2. Staff are very committed to providing classrooms which are stimulating and where pupils' achievements are celebrated.
- The headteacher is a very effective and strong leader who has worked closely with staff to provide the school with a clear sense of direction.

What could be improved

- Some co-ordinators and the deputy headteacher are not carrying enough responsibility.
- Teachers do not always mark pupils' work in the same way. Not enough emphasis is placed in the marking on expecting pupils to take a pride in the presentation of their work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in September 1996 found that Martlesham Beacon Hill was a very good school with some very good features. Since then the school has improved significantly in some important areas. There has been a very significant improvement in the quality of writing. This is now a major strength of the school, whereas it was considered a weakness at the time of the last inspection. Nearly all the other key issues for action previously identified have been addressed.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	1998	1999	1999
English	A	A	A	B
Mathematics	A	A	A	B
Science	A	A	A	B

Key

well above average A

above average B

average C

below average D

well below average E

This is a strong set of results when compared to those in schools nationally and shows that the school is achieving above average results for schools considered similar. Evidence from the inspection confirms these well above average results for 11-year-olds.

The results achieved by pupils in the national tests at the age of 11 have been consistently well above average when compared to those in schools nationally since 1997. In the most recent tests in English, mathematics and science in 1999 a well above average percentage of pupils achieved the national average and a well above average percentage achieved higher levels.

Overall trends are rising in English, mathematics and science at the same rate as those in schools nationally.

Results in the national tests for seven-year-olds were not as high as in other areas in writing and were average when compared to schools nationally. Results were well above average for reading and mathematics. The school has placed considerable emphasis on improving standards in writing. Currently pupils in Year 2 are well on their way to reaching above average results.

Pupils make good progress between the ages of seven and 11 in English, mathematics and science, and pupils with special educational needs make very good progress. Many pupils achieve well. Challenging but achievable targets are being set both for the school and individual pupils. These targets are reviewed frequently to ensure their appropriateness.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good, pupils show mature attitudes and live up to the high expectations set for them.
Behaviour, in and out of classrooms	Good behaviour – relationships between adults and pupils are very good.
Personal development	Very good. This is a strong feature; opportunities for

and relationships	responsibility and for pupils to show maturity are well taken.
Attendance	Good - lessons start promptly. Time is well used.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very 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 teaching in the school is good. In seven out of ten lessons seen the teaching ranges between good and very good. In one in four lessons teaching is very good. In one in three lessons teaching is satisfactory. The quality of teaching varies between year groups and between teachers. Teaching in the reception class is very good. The school has an effective policy for using some part-time teachers to work in different classes. There are also good opportunities for the English co-ordinator to teach in more than one class and this ensures that there is consistently good teaching of this subject which raises standards. In Key Stage 1 teaching is consistently good and often very good. In Year 1 and Year 2, eight out of ten lessons are at least good and the rest are satisfactory. In Key Stage 2, one in three lessons are very good, one in five are good and two in five are satisfactory. All the satisfactory teaching with the exception of English (which was very good) is towards the end of the Key Stage 2 in Years 5 and 6.

In the best lessons the teacher has a very good understanding of the subject being taught. The teacher takes time to explain clearly what is expected of pupils in the lesson and questions carefully to test whether or not pupils know what is expected of them. The teacher is very enthusiastic and anticipates when pupils are likely to experience difficulties and provides very good help to enable pupils to resolve them themselves. The lesson begins briskly and the pace of learning is maintained so that pupils complete a considerable amount of work in the time. Where teaching is less successful the lesson lacks the high degree of challenge set normally. The pace of learning is slower because too much time is spent unnecessarily explaining about what is to be done. The teacher does not show a high degree of enthusiasm or promote the pupils' attention sufficiently. Pupils are not fully stretched to give of their best. Consequently some work is not as carefully presented as it might be and pupils only complete as much as they think their teacher will accept.

The literacy and numeracy strategies are well planned and taught. Particularly strong features are the teachers' understanding in the literacy hour of how to teach the sounds that letters make and how to write in interesting ways, using language well. In numeracy teachers foster pupils' thought processes very effectively by the way they challenge them to think of different strategies to find an answer. There is an appropriate level of challenge in the work set for pupils of different abilities so that pupils with some degree of special educational needs are well supported.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good - all subjects of the National Curriculum are addressed thoroughly. There is a strong commitment from staff to teach a wide curriculum. Extra-curricular provision is good.
Provision for pupils with special educational needs	Good - targets are clear and well matched to individual needs. Support for individual pupils is well applied.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good - well planned throughout; this is a notable strength of the school. A particularly strong feature is the provision for cultural development.
The school's evaluation of its performance for its pupils	There are very detailed procedures in place to identify where individual pupils need help and to track the progress they are making. The headteacher judges individual teachers' performance rigorously and takes appropriate action.
Use of the school's resources	The wide range of good-quality resources is used very well to promote a stimulating and colourful environment where pupils are successfully encouraged to work with enthusiasm.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led by the headteacher, who sets high standards and works very hard. The role of the deputy headteacher and curriculum co-ordinators are identified by the school as areas for further development.
How well the governors fulfil their responsibilities	The governing body is now well involved in making long-term strategic decisions and in knowing how the school is doing.
The school's evaluation of its performance	The school evaluates its performance rigorously. It evaluates its spending decisions carefully to ensure that they are providing the best value.
The strategic use of resources	The wide range of good-quality resources is used very well to promote a stimulating and colourful environment where pupils are successfully encouraged to work with enthusiasm.

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 way individual pupils are encouraged to work hard.• The welcoming way parents are encouraged into the school.• The overall quality of teaching.• The way in which the school provides opportunities for pupils to accept responsibilities and show maturity.• There is a good range of activities both in and out of school.• The school is currently well led and managed.	<ul style="list-style-type: none">• Some feel that their children do not receive enough homework.

The inspection team agrees with the parents' general positive views of the school. From an inspection of pupils' work and teachers' planning and through talking to pupils and teachers it is clear that the school sets an appropriate amount of homework.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

There is a very wide and well-resourced curriculum in which provision for pupils' personal development and spiritual, moral, social and cultural development is very good.

1. The quality and range of learning opportunities for pupils in both key stages are very good. The school has made a conscious commitment to provide a wide curriculum which addresses all the Programmes of Study for the subjects of the National Curriculum in full so that there is an extensive range of interesting and enjoyable activities. There are good links between subjects for example, in the conscious use of language in a science lesson to describe bones in the skeleton and to link that work to learning about the importance of hygiene. There is very good provision for all pupils to learn about personal, social and health issues. To achieve this there has been a slight reduction in the time spent on the teaching of history and geography but without any significant detrimental effect on the range and quality of pupils' work.
2. Another strong feature of the school is the wide range and quality of the arrangements to promote pupils' spiritual, moral, social and cultural development. There are very good opportunities in lessons and in assemblies for pupils to be made aware of the spiritual dimension of life and to pause and consider their own purpose in life. Pupils are successfully encouraged in class discussions, for example, to consider the difference between right and wrong, and whether or not stealing can ever be right.
3. All pupils are provided with very good opportunities to show maturity and accept responsibility in their classes and in carrying out helpful tasks around the school. In lessons in English they are provided with stimulating opportunities to present an argument and to respect each other's views. There are very effective systems to recognise good behaviour.
4. The school has made a considerable commitment to make all pupils aware of the richness of their own culture and the cultures of other societies. This is reflected in the colourful and stimulating displays of pupils' work and interesting artefacts relating to other cultures. There are strong features in all the classrooms; for example, Aboriginal and African art.

Results for pupils at the end of Key Stage 2 in the national tests are very high and there is a strong commitment from the headteacher and staff to maintain and raise standards further.

5. The results for pupils aged 11 in the national tests in English, mathematics and science in 1999 were very high when compared to those in schools nationally. They have been at this level since 1997 in all three subjects. When compared to those in schools which are of a similar intake the results are above average. The school's pattern of improvement has been close to that of schools nationally. While beginning in 1997 from a strong position, the school has maintained its relatively high level of performance.

6. There has been a consistent and detailed analysis of individual results from the evidence of previous assessments so that the school is well aware of whether or not individual pupils are achieving appropriately. When pupils are identified as not fulfilling their potential they are given appropriate support. The teacher sets clear targets and the headteacher questions the teacher to determine how successful the strategies have been.
7. As a result of a careful analysis of previous national assessments, the teachers are well aware of what needs to be emphasised to ensure that results remain high; for example, in providing pupils with good opportunities to learn how to write a longer story under the pressures of time. Pupils are told clearly why they are being asked to complete the task and what they should get out of it.
8. The results in reading and mathematics for seven-year-olds have been well above average for schools nationally in 1997 and in 1999. In 1998 and 1999 results in reading have been slightly lower than in 1997 but above the national average. In mathematics, results were below average in 1998 but well above average in 1999. In writing results for seven-year-olds have been average when compared to those in schools nationally. The school has studied closely the reasons for this and why many pupils nearly reach the national average but do not match or exceed it. As a result, currently there are very effective steps being taken to improve pupils' writing skills which are improving standards in writing. Writing was highlighted as a weakness in the last inspection, when pupils were said to "talk better than they write". The literacy strategy is an important tool in this improvement, as is the provision of extra lessons for writing. In mathematics pupils make good progress consistently between years and are well challenged in the numeracy hour.
9. Now standards in writing overall are much higher, although some pupils do not present their work with sufficient care. Much, but not all, of the marking of pupils' work gives a very clear picture of what they need to do to improve. These pupils are often very successfully encouraged to find their learning fun. As a result many respond very positively to the challenges set.

Standards in writing are very high and the school provides very good opportunities through the literacy hour and in other lessons for pupils to learn to write well.

10. At the time of the last inspection standards in writing were not as high as in speaking and listening, and joined handwriting was not developed until Key Stage 2. Since then the key issue for action to raise standards by giving greater attention to creativity and maturity of expression has been addressed impressively. Now the skills of learning to write in an interesting and thoughtful way are taught systematically and well from an early age. The school has very successfully made this a focus of the curriculum. From early in Key Stage 1 pupils know how to construct a story well. They understand the importance of good vocabulary, accurate spelling and punctuation. They are effectively encouraged to think of the style of writing to use by the often dramatic settings for them to write in. The youngest pupils, for example, write real letters to 'Mr Fox' in the 'Gingerbread Man'. 'Mr Fox' and the 'Gingerbread Man' are prominent features in the writing area they are using. Pupils discuss enthusiastically with their teacher the best words to use.

11. This approach is developed further later in Key Stage 1 and throughout Key Stage 2, both in the literacy hour and in additional writing lessons where very good teaching provides pupils with a rich variety of opportunities to write well. For example, by the age of seven all can explain clearly the differences between fact and fiction. They can recognise and use punctuation marks and many use speech marks confidently and accurately.
12. There are very well planned opportunities for teachers with particular skills and knowledge of English to extend the writing of older pupils in Years 5 and 6, so that much is of a very high level. Many pupils know, for example, the purpose of paragraphs and how to use them. They are encouraged to find the use of language fun through alliteration, and to use adjectives and adverbs expressively. As a result of looking at previous results pupils are taught the importance of working quickly within the constraints of time. They are familiar with the order of most fictional writing and many are able to show deeper insights into a story; for example, when analysing 'The Stove Haunting'. They write their own 'Literacy Newspaper' using their skills in information and communications technology in a lively way. They included interviews with pupils about how they like the literacy hour and found that many pupils liked it because 'We got to do fun stuff'.
13. Much of their work underlines their own and other cultures so that older pupils have, for their age, a very good understanding of the structure of 'A Midsummer Night's Dream' and even write their own version of it. They can write factually very well, describing their visits to the Anne Frank exhibition. They can pretend to be an 'agony aunt' advising about fictitious incidents of bullying. They write and illustrate very well in the style of Aboriginal stories 'Once, long ago in dream time'. They write with expression and empathy about unhappiness and compose a touching millennium prayer in which language is used sensitively to encourage an awareness of spirituality.

The teaching is very good within Key Stage 1 and good within Key Stage 2. Staff are very committed to providing classrooms which are stimulating and where pupils' achievements are celebrated.

14. Teachers have a very strong commitment to making their lessons enjoyable and at the same time extending the learning of their pupils as far as they can. They are ambitious for their pupils and work very hard on their behalf to plan and provide an environment in which learning is exciting and effective. Within Key Stage 1 very good links are made between subjects in the literacy hour; for example, in learning poetry about pancakes and in making them. Pupils write to Mr Fox from the story of the Gingerbread Man, with Mr Fox (stuffed) looking at them from a striking display of objects and artefacts. These opportunities are used well to develop skills in sounding out unfamiliar words. The teacher identifies quickly the right time to emphasise or develop an important point.
15. Teachers encourage these younger pupils sensitively, emphasising what pupils have already learnt and then providing them with additional challenges that they can meet; for example, in a Year 2 lesson on punctuating direct speech accurately. In the process the teacher sets 'punctuation targets' and then asks, "Who thinks they can find...?". Opportunities are very well taken in reading the story 'Hue Boy' to compare and contrast life on a Caribbean island with life in Britain.

16. Within Key Stage 1 pupils are prompted to think for themselves; for example, after an initial brisk discussion about the part of a book, pupils are told, 'Now you've got to use your brains' and quickly and fluently explain the differences between an illustration and a photograph.
17. A particular strength of the teaching is the way in which teachers with specialist knowledge and flair are used to enrich the provision for older pupils. This raises standards further. For example, in addition to the literacy hour the school has set aside time for longer writing activities with the co-ordinator and a part-time teacher. The fruits of these lessons are very well displayed around the school so that pupils are made aware that their work is valued and is of high quality; for example, in a newspaper about the literacy hour and in the colourful and absorbing displays of Aboriginal art and stories. Literacy is a living subject for them.
18. The study of 'A Midsummer Night's Dream' is brought to life under the title 'Shakespeare's Return' and older pupils particularly are encouraged to read widely and to review the books read in detail. For example, they have read some of the poems of Wilfred Owen. Characters are described succinctly, "A person with a lot of self will. She knows what she wants." Pupils are often encouraged in their work by marking which is very helpful and detailed.
19. Teachers have made a very successful effort to address the shortcomings found in writing at the time of the last inspection. The flair and enthusiasm shown in achieving this reflect the very high standards the headteacher and staff set for themselves.

The headteacher is a very effective and strong leader who has worked closely with staff to provide the school with a clear sense of direction.

20. The headteacher sets very high standards for herself and the rest of the school. There are thorough procedures in place to review and develop further the work of other teachers and, where appropriate, to provide support and guidance. A particularly strong feature of recent success has been the extremely well-thought-out and committed way staff have focused upon the task of improving the quality of writing throughout the school. There is now a very strong culture of evaluation and improvement upon the present success. To achieve this, initially the headteacher carefully developed strategies, which included parents and governors, to highlight what was wanted. The English co-ordinator was then very effectively involved in raising the teachers' and pupils' awareness of how to learn to write well. For example, the co-ordinator established a 'writing week', involving authors and story tellers and built upon that initial enthusiasm imaginatively to foster the interest of the pupils to write in a range of styles.
21. Staff, in large part, take their lead from the headteacher in making their high expectations of pupils plain. They share the same commitment to making the classrooms places of eager activity where individual efforts are recognised and where pupils work with a clear sense of enjoyment. Parents have a high regard for the headteacher's abilities.

22. The school's approach to assessment and the use of the information this provides is a typical example of the purposeful way that the headteacher goes about her work. The abilities of individual pupils are carefully assessed soon after they begin school, and their subsequent progress is regularly looked at by the headteacher. Targets are set in the light of this information and the headteacher is rigorous in keeping staff aware of any slackening of progress towards these goals. There is a very strong culture emanating from the headteacher of making pupils and teachers clear about what they are expected to do and then of working hard to achieve their goals.
23. The key issues of the last inspection have been tackled with considerable success. An exception to this is the improvement of handwriting. Strategies have begun to address this, but these have yet to have their full effect. At the time of the last inspection the role of the governing body was an area for improvement in the school action plan. Since then there have been considerable changes in the outlook of the governing body, which, through positive encouragement by the headteacher, is now much more involved in setting long-term plans and in judging the success of the school. The headteacher has played a large part in making the school much more accountable to the governing body and in working closely in an open and constructive way with individual governors.
24. The chair of finance is well aware of how to judge the success of spending decisions and of the process of acquiring and boosting funds. The school development plan is accurately focused upon the needs of the school and includes provision for the further development of the roles of co-ordinators and increasing the responsibilities of the deputy headteacher, who was appointed quite recently. These are areas the headteacher has wisely prioritised for attention in the near future.

WHAT COULD BE IMPROVED

Some co-ordinators and the deputy headteacher are not carrying enough responsibility.

25. Since the last inspection there have been some changes in staffing, including the appointment of a new deputy headteacher. In this period, the co-ordinators for English and mathematics have worked closely with staff to introduce successfully the national strategies for improving literacy and numeracy, and to address the need to improve the quality of writing. In large part they have followed the long-term vision of the headteacher and have worked within a financial budget decided by the headteacher.
26. The English and mathematics co-ordinators have been well involved in developing their areas of responsibility successfully. However, not all co-ordinators have had sufficient opportunities to determine the needs of other subjects, to manage their own budget. They have not been able to evaluate the success of the teaching and learning in their areas across the school. The deputy headteacher has some responsibilities; for example, in fostering pupils' personal development. However, the role of the deputy headteacher is underdeveloped. It does not include enough opportunities to take part in working with the headteacher in the management of the school. The current role is insufficiently challenging. The headteacher and governing body have recognised, in the current school development plan, the need to address these issues as part of its ongoing commitment to improvement. Detailed plans to achieve these objectives have been made.

Teachers do not always mark pupils' work in the same way. Not enough emphasis is placed on expecting pupils to take a pride in the presentation of their work.

27. There is undue variation in the way pupils' work is marked. In some classes, with some teachers, marking is very good. Teachers praise pupils warmly for their work. They recognise the good points and strengths of the work as well as suggesting helpful ways in which the work could be improved. There is a strong sense of encouragement for and pleasure in their pupils' success. Pupils know that their teachers care about their work and in return they try hard to achieve what they are asked to do to improve their work.
28. However, in some instances, while marking is regular and up to date, it does not show pupils what they must do to improve. For example, in mathematics little comment is related to the mathematics being learnt. In some classes teachers do not insist that mathematical calculations are set out neatly. As a result, pupils make mistakes because they confuse place values. This goes undetected and acts as a brake on pupils' learning.
29. A particularly strong feature of the school is the underlying quality of pupils' writing. The school has also put in place policies to improve the presentation of pupils' work. Currently these strategies are only beginning to have an effect and too often teachers do not place sufficient emphasis in their marking upon neatness and handwriting. As a result, too much written work is marred by carelessness and lack of attention to a neat joined style. In a few cases work is very well presented and there are some outstanding examples of what can be achieved. However, teachers' expectations are not high enough and all pupils are not yet systematically taught to take a pride in the appearance of their work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. The school should:
 - (1) extend the roles of the deputy headteacher and co-ordinator, so that the deputy headteacher and all co-ordinators have more responsibilities for leadership and management; (see paragraph 26)
 - (2) improve the standard of marking across the school so that it is consistently of a high quality and places appropriate emphasis on the importance of neatness and good presentation. (see paragraphs 27, 28 & 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	18.75	43.75	37.5			

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)	n/a	125
Number of full-time pupils eligible for free school meals	n/a	4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	3
Number of pupils on the school's special educational needs register	n/a	11

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	95.8
National comparative data	94.1

Unauthorised absence

	%
School data	0.1
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	12	8	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	12
	Girls	8	7	8
	Total	19	17	20
Percentage of pupils at NC level 2 or above	School	95 (90)	85 (84)	100 (90)
	National	82 (80)	83 (81)	87 (8)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	12
	Girls	8	7	8
	Total	18	19	20
Percentage of pupils at NC level 2 or above	School	90 (89)	95 (89)	100 (89)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	9	7	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	9
	Girls	6	6	6
	Total	13	13	15
Percentage of pupils at NC level 4 or above	School	81 (93)	81 (80)	94 (93)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	9
	Girls	7	5	4
	Total	14	11	13
Percentage of pupils at NC level 4 or above	School	88 (100)	69 (94)	81 (100)
	National	68 (65)	69 (65)	75 (72)

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	2
White	115
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.8
Number of pupils per qualified teacher	21.5
Average class size	22.6

Education support staff: YR – Y6

Total number of education support staff	3.00
Total aggregate hours worked per week	33

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	5.0
Number of pupils per qualified teacher	25.1:1

Total number of education support staff	3
Total aggregate hours worked per week	33

Number of pupils per FTE adult	25:1
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FTE means full-time equivalent.

Financial information

Financial year	1998-99
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	£
Total income	235,952
Total expenditure	230,526
Expenditure per pupil	1,801
Balance brought forward from previous year	3,032
Balance carried forward to next year	8,458

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	95
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	42	0	2	0
My child is making good progress in school.	55	42	2	0	2
Behaviour in the school is good.	44	49	4	2	2
My child gets the right amount of work to do at home.	36	47	11	5	0
The teaching is good.	53	45	0	0	2
I am kept well informed about how my child is getting on.	42	49	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	31	2	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	44	51	4	0	2
The school is well led and managed. 103%	62	35	4	0	2
The school is helping my child become mature and responsible.	49	45	4	0	2
The school provides an interesting range of activities outside lessons.	49	45	4	0	2

Other issues raised by parents

At the parents' meeting the strengths of the school were judged to be:

- the standards the school achieve;
- behaviour;
- links between home and school;
- improvement in recent years.