

INSPECTION REPORT

GOLDEN VALLEY PRIMARY SCHOOL

Nailsea, Bristol

LEA area: North Somerset

Unique reference number: 109108

Headteacher: Mr. Alan Shaw

Reporting inspector: Mrs. Janet Watts
1945

Dates of inspection: 6-7 June 2000

Inspection number: 189340

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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
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Appropriate authority:	The Governing Body
Name of Chair off Governors:	Mr. Duncan Crook
Date of previous inspection:	23 rd September 1996

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Throughout the school there is good teaching with some that is very good or excellent, particularly in the core subjects of English, mathematics and science; this has led to an improvement in standards. It has been effective particularly in promoting high standards in mathematics, science and aspects of English, namely reading and speaking and listening.

The headteacher and senior management provide very good leadership which focuses on school improvement and achieving high standards, as does the effective governing body which is committed to and supportive of the school but constructively critical and demanding in its role of monitoring effectiveness. These strengths are recognised by the parents and carers, most of whom hold the school in very high esteem; this level of support underpins the pupils' good progress.

The headteacher and senior management provide very good leadership which focuses on school improvement and achieving high standards, as does the effective governing body which is committed to and supportive of the school but constructively critical and demanding in its role of monitoring effectiveness. These strengths are recognised by the parents and carers, most of whom hold the school in very high esteem; this level of support underpins the pupils' good progress.

The school makes very good provision for those pupils with special educational needs; these pupils are sensitively integrated

into the school and special educational needs provision is very well managed.

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Promote the pupils' spiritual and cultural development as outlined in the school's aims and further improve the school's provision for these aspects.	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average primary school situated on the outskirts of Nailsea. There are 412 pupils on roll. The school caters for pupils from age four to eleven. Twelve per cent of pupils are registered as having special education needs; this is lower than the national average. Six of these pupils have statements of special educational needs, which is broadly in line with the national average. The percentage of pupils entitled to free school meals is well below average. The attainment of the children when they enter the school is above average. Most pupils come from the immediate catchment area although a number of parents have sought admission to the school for their children.

HOW GOOD THE SCHOOL IS

This is a good school which is well focused on securing further improvement on behalf of pupils. Under the very good leadership of the headteacher and senior management team, the staff and governors work as an effective team. Together, they have made significant improvements in the quality of teaching and learning and raising the levels of pupils' achievements since the last inspection, particularly in English, mathematics and science. Within the other subjects, music continues to be a strength of the school. The school provides good value for money.

What the school does well

- Throughout the school there is good teaching with some that is very good or excellent, especially in the core subjects of English, mathematics and science; this has led to an improvement in standards. It has been effective particularly in promoting high attainment in mathematics, science and aspects of English, namely reading and speaking and listening.
- The head teacher and senior management provide very good leadership which focuses on school improvement and achieving high standards, as does the effective governing body which is committed to and supportive of the school but constructively critical and demanding in its role of monitoring effectiveness. These strengths are recognised by the parents and carers, most of whom hold the school in very high esteem; this level of support underpins the pupils' good progress.
- The development of increasingly systematic and rigorous monitoring of the quality of teaching and learning has helped to improve the quality of teaching across the school. Much has been achieved as a result of the appointment of subject managers who are empowered to design, implement and promote improvements in their subjects.
- The school makes very good provision for those pupils with special educational needs; these pupils are sensitively integrated into the school and special educational needs provision is very well managed.

What could be improved

- Continue to raise standards of writing, which are not as high as in other aspects of English.
- Improve the management and co-ordination of design and technology and art, so that provision for these subjects is developed consistently across the school, in order to secure the progressive development of the relevant knowledge, understanding and skills and thus to promote higher standards.
- Promote the pupils' spiritual and cultural development as outlined in the school's aims and further improve provision for these aspects.
- Continue to implement the well thought through plan for the development of information and communication technology, to improve provision further and raise standards in this area of the curriculum.

The areas for improvement will form the basis of the governors' action plan. All are issues which have been identified by the school as part of its own self evaluation procedures.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection. Provision for the higher attaining, more able pupils has improved, particularly in the core subjects, through improved planning and assessment and providing work more closely matched to the needs of the pupils. Setting by ability for mathematics across Year 6 is beginning to have a significant impact on standards. There is a well-defined management structure with clearly understood roles and responsibilities and effective delegation. The monitoring and evaluation of the quality of teaching have improved and the systems are increasingly rigorous, and has been a key factor in the improvements in teaching leading to higher standards and better progress. At both key stages, attainment in information and communication technology is now at least satisfactory and there is a well thought through plan to secure further improvements. The quality of teaching in Key Stage 2 has improved and pupils make good progress through this key stage, most notably in English, mathematics and science. Design and technology now has a secure place in the curriculum and is taught in every class, although the consistency of the provision is not yet monitored and the management of the subject requires further attention. The pupils' personal development and their ability to take the initiative and seek responsibility has improved but is still not developed consistently across the school. Attention has been given to improving the provision for the pupils' spiritual and cultural development but this continues to be less well developed. The school is well 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				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	A	A	B	well above average A above average B average C below average D well below average E
mathematics	B	A	A	A	
science	C	A	A	B	

Most of the five- year- olds in the reception class achieve beyond what is usually expected at that age in language and literacy. According to national test results, at age seven pupils attain above average standards in reading, writing and mathematics. The results above show pupils at age eleven attaining above average standards in English and science and well above average in mathematics when compared to similar schools. This was reflected in the work seen in mathematics and science during the inspection, although the pupils' standards of reading and speaking and listening are higher than their standards of writing at both Key Stage 1 and Key Stage 2. Standards of attainment are well above the national average in all three core subjects. The school sets itself challenging yet realistic targets and, as a result, most pupils are working to their full potential.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are highly motivated and enjoy coming to school. They face new experiences with confidence and will persist in making an effort even though they may find a task difficult. They value every opportunity to learn and they take pride in their work.
Behaviour, in and out of classrooms	Pupils are mostly very well-behaved, courteous and responsive. They contribute positively to the school community and show a sensitive attitude to those around them.
Personal development and relationships	There are very good relationships between teachers and pupils and the pupils and their peers. Adults provide very good role models and respect the pupils. Older pupils give excellent support to younger pupils through the 'buddy' system. Pupils are helped to develop their maturity and sense of responsibility within the School Council. Their independence and ability to take the initiative needs to be developed more consistently through the school.
Attendance	Attendance is good and pupils are usually punctual.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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.

The overall quality of teaching in the school is good; of the 32 lessons or parts of lessons seen, the quality of teaching in 6% was excellent, very good in 28%, good in 41% and satisfactory in 25%. The best teaching observed was in English, mathematics and science; in these lessons, teachers had a good knowledge and understanding of the subject material and the lesson was thoroughly planned with a clear structure. The work was well matched to the needs of both the higher and lower attainers. Lessons were taught at a good pace and pupils really challenged through probing questioning. Literacy and numeracy are generally well taught and the school has implemented effectively the literacy strategy and the requirements of the daily mathematics lesson. Pupils of all abilities learn well and make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a wide range of activities across the curriculum and all statutory requirements are met. Planning is detailed for English, mathematics and science. Music continues to be a strength of the curriculum. Provision for design and technology and art is less well developed.
Provision for pupils with special educational needs	Pupils with special educational needs are very well supported by the teachers, support assistants and the high quality work of the special educational needs co-ordinator, who manages the provision very effectively.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Provision for social and moral development is very good and is an integral part of the school's ethos. Provision for spiritual and cultural development is less well promoted.
How well the school cares for its pupils	The headteacher and staff know each individual well and a caring atmosphere pervades the school. The quality of pastoral care is high and the pupils' academic progress is well monitored.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership by the headteacher and senior management team; together with the staff and governors, set a clear direction for the work of the school with a strong focus on school improvement.
How well the governors fulfil their responsibilities	The governing body operates successfully and is effective in its strategic role. Governors are supportive but are constructively critical and demanding. The effective committee structure is very helpful in focusing the work of the governing body and as a result governors have a clear overview of all facets of the school's operation.
The school's evaluation of its performance	Increasingly rigorous and effective procedures are being put in place to enable the school to monitor and evaluate its performance, particularly in the core subjects.
The strategic use of resources	Resources are carefully and precisely directed towards improving the quality of the educational provision.

The strong leadership of the senior management, linked with the effectiveness of the governing body, has enabled the school to move forward and make significant improvements, particularly in the quality of teaching. These strengths have been instrumental in improving standards in the core subjects. Increasingly rigorous and effective monitoring help ensure that the best value is gained from the deployment of all resources. Most recently, efforts have been directed towards raising standards in English, mathematics, science and information and communication technology, and to this extent has been successful in securing improvement. There is clear educational direction in terms of the school's 'vision' statement and aims. Attention now needs to be directed to raising standards in the foundation subjects to a similarly high level and quality as that of the core subjects, and enriching the pupils' experience through increased emphasis on promoting spiritual and cultural development.

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 expectations that their children will work hard and do their best• their children like school• the way the teachers deal with questions or problems• the leadership and management of the school	<ul style="list-style-type: none">• a wider range of after school activities

Most parents and carers hold the school in very high esteem and are supportive of the school; this level of support underpins the pupils' good progress. A very small number of parents expressed reservations about the quality of teaching and the management of pupils' behaviour in some of the Key Stage 2 classes; the inspectors found little evidence of this during the two days they spent in the school.

The inspectors agree with the parents' and carers' views of the school overall; inspectors consider that the range of after school activities offered is good but are aware that these activities, in common with most schools, are available only to the seven to eleven year olds.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Throughout the school there is good teaching with some that is very good or excellent, particularly in the core subjects of English, mathematics and science; this has led to an improvement in standards. It has been effective particularly in promoting high standards in mathematics, science and aspects of English, namely reading and speaking and listening.

1. Teachers plan well structured lessons and ensure that the work and activities the pupils are asked to do are carefully matched to their needs, which helps individuals to learn new skills confidently, or when appropriate to practise and consolidate their learning. Teachers carefully assess what pupils know, understand and can do and this helps them to plan and prepare the next lesson. Many of the lessons are characterised by probing questioning, for example “Can you explain why you think that?”or “what do you think is the reason for that?”..... or “can you tell us a little more about your strategies for working out your answer?” In this way teachers are frequently successful in getting the pupils to think in some depth. Teachers are conversant with the literacy and numeracy frameworks and handle the subject matter and teach the relevant skills confidently. High expectations are set and a range of strategies is used to involve pupils actively in vigorous discussions. As the teachers know the pupils so well, the challenge level set is often quite precise, with skilful intervention wherever pupils falter. In this way the teachers generally ‘drive’ the pupils along at a really good pace, so that individuals are usually working to their full potential. This is especially noticeable in Year 6, when in mathematics and science especially the pupils are so challenged and the teaching is so good that very good learning and progress are promoted, leading to high standards.

2. As a result of the good teaching, the pupils attain high standards in speaking and listening, reading, mathematics and science.

3. Pupils make generally good progress in acquiring literacy skills. The pupils in the reception class become confident and by the age of five they can articulate their ideas coherently. In Year 2, the pupils are able to use the correct terminology associated with literature, for example author, illustrator, character and title. They can confidently predict possible story conclusions, and explain the reasons for them cogently. These pupils read well and often with a great deal of expression, thanks to the excellent models often demonstrated by teachers. The older Key Stage 2 pupils are sophisticated readers, conversant with the purposes and use of both fiction and non-fiction texts. They read widely and discuss their favourite authors and books maturely.

4. The pupils’ ability to make confident and very good use of the correct technical vocabulary associated with all the core subjects makes a significant and positive impact on their attainment and progress, as they are able to use this vocabulary with increasing precision and maturity to aid their thinking, and analytical and observational skills.

5. The children aged under five in the reception class rapidly acquire the ability to count and group numbers, counting to ten and even to twenty. By Year 2, the pupils can deal confidently with larger numbers up to 100. They enjoy investigating numbers and their properties. The higher attaining pupils in Year 6 have a very well developed knowledge and understanding of shapes; they give confident and rational mathematical explanations when identifying congruent and similar shapes and they are able to work towards developing a formula.

6. Through their investigations, pupils throughout the school gain a good understanding of scientific concepts. Younger pupils begin to research and predict, whilst the older pupils can confidently apply the rules of a "fair test", hypothesise, and set up their own experiments. Pupils can clearly remember and recall previously learned work with considerable accuracy.

7. The school sets itself challenging yet realistic targets for pupils' achievements, and as a result, pupils are usually working to their full potential. The general trend over recent years has been one of improvement.

The headteacher and senior management provide very good leadership which focuses on school improvement and achieving high standards, as does the effective governing body which is committed to and supportive of the school but constructively critical and demanding in its role of monitoring effectiveness. These strengths are recognised by the parents and carers, most of whom hold the school in very high esteem; this level of support underpins the pupils' good progress.

8. The leadership of the school, through its distinctive 'vision ' statement and aims, sets the educational direction of the school. The leadership of the headteacher and senior management team is very effective, with clearly designated roles and responsibilities and effective delegation. The school improvement plan, which extends over three years, sets out a manageable number of priorities and contains sufficient detail to become a useful 'action plan' for the short term. Priorities are related thoughtfully to those areas which require improvement, as identified through the school's increasingly rigorous monitoring and self-evaluation procedures; these are always focused on improving provision and improving the quality of teaching and learning. The school is currently seeking 'Investors in People' accreditation, and a part of this process means that there is a well thought through staff development plan. There are clear and explicit links between whole school issues for development and the personal, professional development of staff. All of these aspects are skilfully managed by the deputy head, who plays a dynamic and pivotal role within the overall effectiveness of the team, linking support staff, subject managers and the senior management team, through the headteacher and thence to the governors. Together, they work as an effective team committed to securing improvement on behalf of pupils. This was evident in the discussions held in which individuals had a clear view of the school's main priorities for development.

9. Through a most effective committee structure, governors are kept well informed about all facets of the school's operation. The Curriculum Committee, for example, is instrumental in reviewing standards and setting new targets, very ably assisted by the professionalism of the headteacher and key staff. The Committee is well acquainted with the information included in the PANDA (Performance and Assessment Report) and the range of questions in the 'Autumn Package', published by the DfEE, which challenges schools to question for themselves whether the standards pupils attain are high enough. Such information is used constructively by governors to set challenging yet realistic targets, based upon their well informed knowledge of pupil cohorts in the school. Governors' understanding is also informed by visits to the school and the regular reviews by subject managers which makes governors aware of the standards the pupils are attaining, the breadth of provision and the progressive development of knowledge, skills and understanding in a subject. The governing body is regularly updated, through the headteacher's informative reports, on the standards the pupils are attaining and whether they are 'on line' to meet the targets set.

10. The pre-inspection meeting with parents, and the way in which the vast majority of parents and carers demonstrated their support for the school through the questionnaire (see page 20) showed that through the school's effective communications, parents have a full knowledge of the way in which the school works and have a high regard for the leadership and management team and the dedication of the teachers and all the support staff.

The development of increasingly systematic and rigorous systems for monitoring the quality of teaching and learning has helped to improve the quality of teaching across the school. Much has been achieved as a result of the appointment of subject managers who are empowered to design, implement and promote improvements in their subjects.

11. The school is developing increasingly good procedures for monitoring its own effectiveness. The headteacher and the relevant subject managers have a clear timetable for observing teaching and learning in the classrooms. The focus recently has been on literacy and numeracy, as part of the school's implementation of these strategies. Detailed written records of the monitoring visits are made and appropriate feedback given. Core subject managers use the results of lesson observations to review the subject across the school and provide a written report on whole school issues raised as result of monitoring. These reviews are presented to governors and so governors are able to gain a clearer view on how the curriculum is being taught and the impact of provision on the pupils' achievements. Subject managers each retain a file which charts the 'history' of the development of the subject. Lesson observation records for literacy and numeracy show that subject managers are becoming highly skilled observers; the observation records are of very good quality, being both detailed and evaluative. It is clear from this documentation that these monitoring procedures enable examples of good practice to be shared and means that weaknesses are identified and improved upon. A good system has been set up so that individual pupils' progress in English and mathematics can be considered regularly. Work samples in science are assessed and 'levelled' against the science National Curriculum assessment criteria. Samples of pupils' work are scrutinised by subject managers and an evaluation of the scrutiny is fed back to staff as part of the subject review. Assessment and moderation of standards is better managed in mathematics, science and reading than in the analysis of writing, where a 'portfolio' of work to exemplify standards is planned but not yet assembled. Additionally, subject managers meet regularly with the headteacher so that he is able to maintain a strategic view. Foundation subjects are monitored less frequently, although there is a clear timetable for review.

12. Much of the responsibility for the implementation and promotion of a subject is delegated to subject managers; this is effective as not only does their influence and drive help to improve curriculum provision, but it also enhances and supports their personal professional development. The school analyses carefully the results of tests carried out in order to monitor as accurately as possible progress by the year groups of pupils. Alongside this process, teachers carefully carry out their own regular assessments of pupils' achievements. The school makes good use of this information to help teachers plan work more precisely for pupils and to aid the school in more accurately setting targets for the predicted performance of year groups. The setting of targets for individual pupils, and involving the pupils in self-assessment, is beginning to become normal practice in some classes but does not yet extend across the school. Overall, the school's developing procedures are a strength as they are clearly thought through, rigorous, yet manageable.

The school makes very good provision for those pupils with special educational needs; these pupils are sensitively integrated into the school and special educational needs provision is very well managed.

13. The special educational needs co-ordinator (the SENCO) ensures that the parents and every adult involved with the pupil, whether as teacher or as support assistant, is keenly aware of and knows how to deliver the programme of work designed to meet the needs of the pupil. Records are detailed and well organised. There is good and effective communication between the class teachers and the support assistants, so that views and developments are shared regularly. Some of the support assistants are very skilled and their observations and judgements of pupils are much valued by the class teachers. As part of their normal lesson planning, teachers plan a range of work which is well matched to the needs of groups and individuals. Consequently, individuals are helped to keep up with much of the work of the rest of the class. For pupils with behavioural and emotional difficulties, the support systems are well thought through and teachers have an agreed range of strategies when dealing with individuals. An appropriate balance is usually maintained between support for the individual whilst not allowing the individual's emotional outbursts to disrupt the learning of the rest of the class. All pupils and their contribution to the school community are equally valued by both adults and their peers; this is an integral aspect of the school's ethos.

WHAT COULD BE IMPROVED

Continue to raise standards of writing, which are not as high as in other aspects of English.

14. The school has recognised deficiencies in range and quality of the pupils' writing, both through its careful analysis of assessment data and information and as part of its own self-evaluation procedures. Standards in writing are not as high as in other aspects of English. The current emphasis on raising standards in writing needs to be maintained. Too little time has been spent on guided writing, and teaching the skills and processes of structuring writing. As a result, the pupils are not always able to put those thoughts on to paper in a way which does justice to their skill and capacity to articulate their ideas orally. The knowledge and understanding gained in looking at texts and developing good reading skills need to be extended further into guided writing, for example, through modelling correct writing or sharing opportunities and contexts for writing. Time for writing complete stories or accounts needs to be given so that newly learned skills can be progressively applied. In some, but not all classrooms, there are helpful 'prompts' displayed to which the pupils can usefully refer when writing. At Key Stage 1, there is not always a sensible balance maintained between developing pupils' confidence to 'have a go' at writing and teaching them to apply the relevant grammar, spelling and phonic skills. At Key Stage 2, the range and genre of writing opportunities across the curriculum is too narrow and not always planned with a clear focus. The school's literacy action plan outlines ways in which the school intends to redress these deficiencies.

Improve the management and co-ordination of design and technology and art, so that provision for these subjects is developed consistently across the school in order to secure the progressive development of the pupils' relevant knowledge, understanding and skills and to promote higher standards.

15. These subjects are taught to every class, but provision is not planned sufficiently well across the school to secure the progressive and incremental development of the pupils' relevant skills, knowledge and understanding of the subjects. There is no subject manager for art. Design and technology is shortly to be the focus of a review. In both subjects teachers are not always confident of the skills they will need to teach the pupils; often the 'pitch' of what happens in lessons is inappropriate for the age group or repeats work that has

been learned previously. This was noticeable in the two art lessons observed and the pupils' attained below average standards. There is no scheme of work for art to help teachers' plan for the progressive development of pupils' understanding and skills in the subject. In design and technology, a published scheme of work (that which is available from the Qualifications and Curriculum Authority, the QCA) has been introduced recently but it is too early to detect any impact it has had on improving standards, although in the lessons seen pupils attained broadly average standards. As the quality of the provision in both subjects is not monitored rigorously, inconsistencies are not dealt with as part of overall curriculum planning and provision. The time allocations for these subjects are not always related to the school's curriculum aims and these time allocations are not monitored regularly.

Promote the pupils' spiritual and cultural development as outlined in the school's aims and further improve the school's provision for these aspects.

16. This was an issue for action from the previous inspection. The school has gone some way to improving provision; for example, a local minister now takes assemblies regularly so as to enhance the pupils' spiritual development and capacity for reflection. The school has recognised through self-evaluation that it is not yet successful in promoting these facets of the school's aims, which are stated clearly in the school prospectus. There are few opportunities for pupils to reflect; they are not always encouraged to consider and articulate why an event, or something they have read or learned about, is 'special' to them. Some most constructive ways have been introduced to support the pupils' cultural development, for example through dance and drama productions. Opportunities to reflect on the enriching contribution of other cultures and their own culture, for example through literature, poetry and art do not contribute regularly to the pupils' cultural development as a part of the school's ethos.

Continue to implement the well thought through plan for the development of information and communication technology, to improve provision further and raise standards in this area of the curriculum.

17. Attainment in information and communication technology (ICT) is now at least satisfactory, though relatively standards are not as high as in other subjects. There are deficiencies in opportunities for word processing and data handling, particularly in Key Stage 1. Uses of information and communication technology are not included regularly in teachers' lesson plans. Teachers' subject knowledge and confidence has improved, though not consistently across the school, and consequently provision tends to be patchy and related to individual teachers' competency and confidence in delivering the subject. A change in subject management responsibilities is imminent and there is a very well thought through plan to develop ICT across the school, particularly with the introduction of the designated ICT area. To improve provision and raise attainment, the school needs to address all of those aspects identified within its action plan for ICT.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. (1) give the necessary attention to improving standards of writing;
- (2) make more secure the provision for art and design and technology; ensure that these foundation subjects are appropriately managed and that the pupils' progress in these two subjects is monitored;
- (3) further improve the school's provision for the promotion of the pupils' spiritual and cultural development, as outlined in the school's aims;

- (4) continue to implement the well thought through plan to improve provision for and raising attainment in information and communication technology.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
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
6	28	41	25	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	412
Number of full-time pupils eligible for free school meals	0	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	50

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.4

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	28	29	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	28	28
	Girls	26	27	26
	Total	52	55	54
Percentage of pupils at NC level 2 or above	School	91 (89)	96 (89)	95 (98)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	27	28
	Girls	28	28	28
	Total	55	55	56
Percentage of pupils at NC level 2 or above	School	96 (89)	96 (88)	100 (100)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	35	24	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	32	32
	Girls	22	21	23
	Total	53	53	55
Percentage of pupils at NC level 4 or above	School	90 (95)	90 (78)	93 (93)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	32	32
	Girls	22	21	22
	Total	51	53	53
Percentage of pupils at NC level 4 or above	School	86 (84)	90 (78)	90 (85)
	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	0
White	412
Any other minority ethnic group	0

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)	15.3
Number of pupils per qualified teacher	26.9
Average class size	29.4

Education support staff: YR – Y6

Total number of education support staff	8.0
Total aggregate hours worked per week	135

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	714450
Total expenditure	725384
Expenditure per pupil	1761
Balance brought forward from previous year	41606
Balance carried forward to next year	30672

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	412
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.	52	42	6	1	0
My child is making good progress in school.	50	41	5	2	3
Behaviour in the school is good.	39	54	2	2	3
My child gets the right amount of work to do at home.	29	55	11	3	2
The teaching is good.	58	36	4	0	2
I am kept well informed about how my child is getting on.	37	50	11	1	1
I would feel comfortable about approaching the school with questions or a problem.	67	28	3	1	1
The school expects my child to work hard and achieve his or her best.	60	36	2	1	1
The school works closely with parents.	49	42	7	1	1
The school is well led and managed.	55	41	2	0	2
The school is helping my child become mature and responsible.	42	52	2	1	3
The school provides an interesting range of activities outside lessons.	23	45	13	5	15