

INSPECTION REPORT

Brooke Hill County Primary School

Oakham

LEA area: Rutland

Unique reference number: 120046

Headteacher: Mrs S. Goodsell

Reporting inspector: Stephen Fisher
19849

Dates of inspection: 11-12 January 2000

Inspection number: 189473

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Brooke Road
Oakham
Rutland

Postcode: LE15 6HQ

Telephone number: 01572 724214

Fax number: 01572 723782

Appropriate authority: Governing Body

Name of chair of governors: Mr Charles Veall

Date of previous inspection: 9 - 13 September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Stephen Fisher	Registered inspector
Christine Laverock	Lay inspector
Beryl Rimmer	Team inspector

The inspection contractor was:

TWA Inspections Ltd
5 Lakeside
Werrington
Peterborough
Cambs
PE4 6QZ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6-10
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	10-16
Pupils achieve high standards in English, mathematics and science in both key stages	
Standards in information technology are good, particularly in Key Stage 2	
The quality of teaching is good	
The leadership and management of the school are good	
The school makes very good provision for children under five in the nursery	
Relationships with parents are good	
Pupils have very good attitudes, they behave well and relationships throughout the school are good	
There is good provision for pupils' spiritual, moral, social and cultural development	
There is a very good range of extra-curricular activities	
WHAT COULD BE IMPROVED	16-17
The School Improvement Plan	
The monitoring of planning, teaching and pupils' work	
The quality of the curriculum for children under five in reception classes	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17-18
PART C: SCHOOL DATA AND INDICATORS	19-22

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full time pupils:	219	(about the same as other schools)
Pupils with English as an additional language:	3%	(low)
Pupils entitled to free school meals:	3%	(well below the national average)
Pupils on the register of special educational needs:	25	
Average class size:	28	

HOW GOOD THE SCHOOL IS

Brooke Hill Primary School has many good features. It achieves high standards and its strengths greatly outweigh its weaknesses.

What the school does well

- High standards are achieved in English, mathematics and science at both key stages
- Standards in information technology are good, particularly in Key Stage 2
- The quality of teaching is good
- The leadership and management of the school are good
- The school makes very good provision for children under five in the nursery
- Relationships with parents are good
- Pupils have very good attitudes, they behave well and relationships throughout the school are good
- There is good provision for pupils' spiritual, moral, social and cultural development
- There is a very good range of extra-curricular activities

What could be improved

- The school improvement plan, which has identified relevant priorities for improvement, has timescales for reaching targets which are too general. In addition there is no timetable to enable staff and governors to know what is happening and when. Few areas for development are accurately costed and there is no monitoring, reporting and evaluation mechanism built into the plan.
- The monitoring of planning, teaching and pupils' work
- The quality of the curriculum for children under five in reception classes

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996. Since that time the school has continued to raise standards in English, mathematics and science each year by the end of Key Stage 2 and has improved in many other areas. The quality of teaching and the leadership and management of the school have improved since the last inspection. Almost all the key issues identified previously have been successfully tackled. Standards in information technology have improved considerably and standards in design and technology have been raised. The school now provides a broad and balanced curriculum, supported by policies and schemes of work. The roles of subject co-ordinators have been successfully developed, particularly in English and mathematics. Assessment procedures have been improved, though assessment information is not always used well to inform planning.

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	A	A	A*	A*	well above average A above average B average C below average D well below average E
mathematics	A	A	A*	A*	
science	A*	A*	A*	A*	

The A* grades place the school amongst the top five per cent of schools nationally. Evidence from the inspection confirms these high standards. The school has improved its standards since the last inspection and sets suitably challenging targets to enable it to improve them further. Attainment on entry to the school is above average. Children under five make good progress overall, as do those in Key Stage 1. In the 1999 national tests at the end of Key Stage 1 standards in reading and mathematics were well above average and in writing standards were very high when compared with all schools nationally. Inspection findings for the current Year 2 pupils are that standards in writing and mathematics are above average. By the time that they leave the school all pupils, including those with special educational needs, achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to learning	Very good. Pupils are keen to do well and they concentrate in lessons. They are interested in and they enjoy their school work.
Conduct and relationships	Behaviour and relationships are good throughout the school.
Personal development	Good. Pupils work and play together well. They show initiative and are willing to take responsibility.
Attendance	Attendance is very good. Lessons start promptly and little time is wasted.

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.

Overall, the teaching in the school is good. In 46 per cent of the lessons seen the teaching was good or very good. The rest was satisfactory apart from one lesson, which was unsatisfactory. For children under five in the nursery and reception classes half of teaching was good or better. In Key Stage 1 over half of the teaching was good. In Key Stage 2 over a third of the teaching was good or better. The skills of literacy and numeracy are taught well in Key Stages 1 and 2 and information technology capability is taught well, particularly in Key Stage 2. Teachers successfully meet the needs of pupils, including those with special educational needs and those identified as being more able. However, activities provided for children under five in the reception classes are not always appropriately matched to their needs.

The best teaching captures and holds the interest of the pupils from the beginning of lessons. These lessons are very well prepared with stimulating resources and suitably demanding activities, matched well to the needs and abilities of all pupils. The teachers demonstrate good subject knowledge and promote gains in understanding amongst the pupils. Teachers' questioning is challenging and they inspire confidence in pupils by listening carefully to and valuing pupils' responses. Teachers maintain very good relationships with their pupils, encourage independence and co-operation and praise pupils for their efforts. Teachers manage behaviour very well and keep pupils busy. In the most effective lessons support staff are well deployed and make significant contributions to pupils' learning. Throughout the school pupils have enthusiasm for their work. They concentrate for long periods, acquire new knowledge and skills and are productive in lessons. They understand and willingly and successfully describe what they are doing and what they know.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad range of challenging activities for its pupils. Good emphasis is placed upon literacy, numeracy and information technology capability. The curriculum for children in the nursery is very good. The curriculum for reception children requires review to ensure that planned activities are more appropriate to the age and needs of the children. Extra-curricular provision is very good.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are satisfactory.
Provision for pupils with special educational needs and English as an additional language	The school makes good provision for pupils with special educational needs and those identified as being very able. There are no pupils identified as needing support to learn English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good overall. Provision for their moral and social development is very good. Provision for their cultural development is good. Provision for their spiritual development is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management	The leadership provided by the headteacher, key staff and governing body is good and they work effectively together.
The school's evaluation of its performance	Satisfactory. The school identifies appropriate priorities and targets and is building systems and procedures for the evaluation and improvement of performance. Its school improvement plan could be more effective as a tool for monitoring, evaluating and improving the overall quality of education provided.
Use of the school's resources	Staff are effectively deployed, good use is made of the accommodation overall and resources are used well in lessons and in extra-curricular activities.
Value for money	The school provides good value for money. The quality of education provided is good and pupils achieve high standards by the time they leave the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Two hundred and forty eight questionnaires were distributed and 132 were returned. Fifteen parents attended the pre-inspection meeting with the registered inspector and the lay inspector. Many parents expressed a range of opinions at the pre-inspection meeting and in comments and letters accompanying the questionnaires sent to the registered inspector. The main points are summarised below and include the responses from the questionnaires.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards achieved by their children • The quality of teaching • They feel that their children make good progress • The attitudes and values promoted by the school • Children's behaviour in and around the school • The quality of nursery provision • Information technology provision • The approachability of the headteacher and staff of the school 	<ul style="list-style-type: none"> • Some parents would like to see homework diaries introduced so that they know what homework is expected and when • A few parents feel that there is too much homework for pupils in Key Stage 1 • A few parents feel that the school does not keep them well enough informed about school life and their children's progress

Inspection judgements support parents' positive views. With regard to homework diaries and the amount of homework expected to be completed by pupils the school has recently carried out its own survey of parental opinion on these subjects and has responded positively in its review of provision, taking parents' views into account. For example, it has introduced homework diaries for pupils in Years 3 and 4 and plans to revise the diaries for Year 5 and 6 pupils. The school has realistic expectations of the amount of homework that pupils should do each week, but some of the pupils in Key Stage 1 do feel under pressure to complete it. In response the school has written to parents of Key Stage 1 pupils and given further, helpful guidance. The quality and range of information provided for parents is good overall, although there are two, rather than three, formal parents' meetings in each school year.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards in English, mathematics and science in both key stages

1. The results of the 1999 national tests for 11 year olds in English, mathematics and science speak for themselves. When compared with all schools nationally and with schools which are similar in intake the standards achieved by pupils at Brooke Hill Primary School are very high for boys and girls. All pupils reached the expected level in English and science and nearly all reached the expected level in mathematics. The percentages of pupils achieving the higher levels in English, mathematics and science were very high in comparison with the national average. Inspection findings confirm these high standards. The standards achieved by the end of Key Stage 2 have risen since the last inspection. The results of the 1999 national tests for seven year olds in reading, writing and mathematics were also very impressive. Standards in reading and mathematics were well above average and standards in writing were very high. All pupils reached the expected level in writing and nearly all reached the expected level in reading and mathematics. The percentages reaching the higher level were above average in mathematics, well above average in reading and very high in writing. The results of teacher assessments in science at the end of Key Stage 1 were very high. Inspection findings are that the standards achieved by the current cohort of Year 2 pupils are above average in writing, mathematics and science. By the time they are five pupils achieve standards that are above expectations. Pupils with special educational needs make good progress towards meeting the targets set for them and achieve good standards by the end of each key stage. The identification of and provision for particularly talented pupils enables them to make good progress and achieve well.
2. The school places a particularly strong emphasis upon developing pupils' literacy and numeracy skills. Teaching in literacy and numeracy sessions is good in both key stages. The school's successful implementation of both the literacy and numeracy strategies is contributing very effectively to the high standards achieved in English and mathematics. The school also places a strong emphasis upon the development of pupils' speaking and listening skills and standards in both are high throughout the school. The overall results stem from a well organised and well planned curriculum, good teaching, good leadership and management of the school and the good attitudes to learning demonstrated by the pupils.
3. Pupils in Key Stage 1 are very interested in reading and standards are very high. They readily recall detail from stories that they have read. They confidently volunteer thoughts and ideas and discuss the structure of stories by predicting what might happen next, for example. The more able pupils understand what a compound word is and identify ones such as 'something', 'outside' and 'downstairs'. Pupils recognise italics in text and that words printed in italics are given extra emphasis when reading. They write neatly and accurately and spell a range of common words correctly, successfully using strategies they have been taught such as looking for patterns within words. Pupils understand and use exclamation marks and are beginning to use speech marks. However, there is little evidence of pupils producing extended pieces of writing or of them writing for different audiences.
4. By the end of Key Stage 2 pupils read a range of texts fluently and with expression. Most pupils have a wide vocabulary and when asked to explain words such as 'abridged' they do so accurately and speak in complete and clear sentences. They read a wide range of texts, including fiction, non-fiction, newspapers and magazines and have very good recall of some the stories that they have read. They talk about characters in books such as Rat, Mole and Toad from 'The Wind in the Willows' and talk in relevant ways to support

their reading preferences. Pupils' writing is varied and interesting and pupils use their literacy skills well in other subjects, such as history and religious education, when they write about people, events and relationships, for example. They use a wide range of vocabulary in their writing and produce lively, interesting and thoughtful pieces. The school newspaper is a particularly good example of the high standard of writing routinely achieved by pupils. Pupils produce an edition each term using their information technology as well as literacy and design skills.

5. Pupils talk confidently and listen carefully in a wide range of contexts, including some of a formal nature. The quality of their listening skills is demonstrated by the number and rate at which hands are raised when teachers ask pupils questions and by the accuracy of answers which are invariably correct. Good standards in speaking and listening are substantially helped by the examples set by teachers who listen attentively to children and value the oral contributions that they make. As a result pupils listen carefully when others are speaking and wait their turns to speak. Pupils' speaking skills are encouraged in almost all lessons. A particularly good example of these skills was demonstrated when Year 6 pupils gave presentations about World War Two to their class, teachers and inspectors using the computer program 'Powerpoint' to illustrate their talks.
6. Pupils achieve good standards in mathematics by the end of Key Stage 1 and almost all of the current Year 2 pupils are working at the nationally expected level. Most are competent in adding, doubling and subtracting numbers up to and beyond 20 and in solving problems involving number. They name a range of two-dimensional shapes and describe their properties, such as how many sides or corners a shape has. By the end of Key Stage 2 pupils have a good understanding of how to calculate and which mathematics to use to solve problems. For example, they work out 10 per cent of £45 and the new price when the discount has been taken off, and use tables of information to calculate prices. They respond positively to challenges and clearly enjoy their work. Pupils readily work co-operatively in pairs or small groups in order to solve problems, for example when using lap top computers. Pupils collect and interpret data and present the results of their work in different ways, such as line and block graphs. They use their numeracy skills well in subjects such as science where they produce block and line graphs using a computer to present the findings of their investigative work on mass. Pupils throughout the school present their number work, graphs, tables and charts well.
7. In science by the end of Key Stage 1 pupils identify a range of common materials and know about some of their properties, such as their ability to insulate or conduct heat. They understand physical phenomena such as magnetism and how forces such as pushes and pulls can act upon objects. Pupils are enthusiastic about science, enjoy the subject and apply themselves well to the tasks set. By the end of Key Stage 2 pupils have very good understanding of how to carry out investigations and how to communicate their findings. The results of investigations are presented very well, in writing and using tables and graphs. Pupils demonstrate the ability to predict, make a series of observations, record the results of their observations and draw conclusions from them. For example, at the beginning of an investigation into the solubility of substances a Year 6 pupil wrote 'we predicted that it would take us a long time to get a saturated solution'. In the conclusion the same pupil wrote 'the hotter the water, the more sugar it could hold'. Pupils demonstrate the proper use of vocabulary, such as 'filtration', 'solubility' and 'permeable' when writing about their work. Pupils throughout the school work successfully together to carry out investigations and this, together with their careful use of apparatus and equipment, has a positive impact on the standards of work achieved.

Standards in information technology are good, particularly in Key Stage 2

8. Information technology resources are used well throughout the school. In both key stages pupils use computers regularly as part of their studies in literacy and numeracy lessons in particular. Information technology is also used to support teaching and learning in science where pupils present data in graph form. In art pupils produce designs based on the work of modern abstract and expressionist painters and create repeating patterns using a graphics program. Pupils' word processing skills are well developed, particularly in Key Stage 2 where they produce stories, poems, 'newspaper' articles and reports using different fonts, text sizes, colours and layouts. By Year 6 pupils use information technology to organise and present information very successfully, as in their presentations about World War Two where they create and co-ordinate series of instructions using words and pictures to convey information to their audience. In both key stages pupils regularly use computers, particularly in literacy and numeracy lessons. Pupils enjoy using computers and many do so at break and lunch times as well as at the weekly computer club which is well attended. The high priority that the school gives to information technology is to be developed to further improve class teachers' information handling skills and the school has ambitious plans to provide whole classes with lap top computers. The subject has a high profile in the school and is well led.

The quality of teaching is good

9. There is a very positive atmosphere throughout the school. Teachers are enthusiastic about their work and pupils are very responsive to the well planned and suitably challenging activities that are presented to them. Planning takes account of the needs of pupils of different abilities, particularly in English and mathematics where setting and ability group teaching enables pupils of all abilities to make good progress. In the best lessons assessment information is used well to plan to meet the needs of pupils, such as those in the nursery, pupils with special educational needs and the more able pupils. Teachers have good levels of expertise, particularly in the teaching of literacy and numeracy and use a range of approaches and resources to make lessons stimulating. For example, a large 'Incey Wincey Spider' used in Reception moves up and down the wall as children recite the rhyme. A wide range of activities in Year 1 science encourages pupils to explore using their senses. Clear charts and diagrams are used in Year 4 to help teach about mass. Well chosen texts and challenging activities in Year 6 stimulate pupils' reading and writing skills in literacy lessons. Throughout the school teachers display pupils' work most effectively not only to celebrate achievement, but also to stimulate interest and discussion amongst pupils. Throughout the school there are teachers who teach very well. They capture and hold the interest of the pupils and provide activities that are matched well to the needs and abilities of all pupils. Teachers' questioning is challenging and they inspire confidence in pupils by listening attentively to and valuing pupils' responses. Teachers maintain very good relationships with their pupils, encourage independence and co-operation and praise pupils for their efforts. Teachers manage behaviour very well and keep pupils busy. Support staff are well deployed and make significant contributions to pupils' learning, particularly those with special educational needs. Not all the teaching is this high in quality, but there is sufficient expertise in the school for all teachers to be helped to reach the standards achieved by the best. Where teaching is unsatisfactory planning and tasks do not take sufficient account of the age and needs and prior attainment of the pupils. However, the quality of teaching has improved since the last inspection. The quality of learning is good and throughout the school pupils have enthusiasm for their work. When asked to begin their individual or group tasks almost all pupils begin immediately. They concentrate for long periods and are productive in lessons. They understand what they are doing and why and willingly and successfully talk about what they have learnt.

The leadership and management of the school are good

10. In the relatively short time that the headteacher has been in post she has established a good working relationship with the governing body and parents and developed a strong sense of purpose amongst the staff and pupils of the school. The headteacher monitors teachers' short term planning and subject co-ordinators monitor long term planning, although the monitoring of planning, teaching and pupils' work is not sufficiently rigorous to ensure that agreed policies and procedures are being implemented and followed as well as they might be. However, standards are continuing to rise and the leadership provided ensures a clear direction for the work of the school and promotes high standards. Formal monitoring of teaching started with the introduction of the National Literacy Strategy and continued with observations of the teaching of numeracy. A newly qualified teacher is properly mentored and supported. A teacher appraisal system is in place, though the headteacher has not been appraised. One teacher has gained advanced teaching skills status and has been appointed as an advisory teacher in information technology in Rutland and gives colleagues good quality support and advice.
11. The school has made good progress in dealing with the key issues of the last inspection. Groups of teachers plan together using a common format and there is a strong team spirit in the school. Co-ordinators are in place for each National Curriculum subject. Since the last inspection co-ordinators have assumed greater responsibility for monitoring and reporting on the quality of provision and standards achieved for their areas of responsibility. This includes maintaining and improving resources and reviewing policies and schemes of work. Though standards are good in information technology the school has identified the need for further development in the subject, most notably to increase the expertise of teaching staff and in its ambitious plan to provide pupils with individual lap top computers. Curriculum development has been substantial since the last inspection, though the school's curriculum for religious education is relatively new and there is no mechanism established to enable the school to monitor and evaluate the quality of provision in this subject. The school has successfully prioritised areas of the curriculum for development and under the guidance of the senior management team and through staff meetings the school is developing assessment procedures for each subject of the National Curriculum as it is reviewed. The school is using assessment to inform teaching groups, such as ability groups for numeracy, spelling groups and literacy group work with the special educational needs co-ordinator. The school has identified need to make better use of assessment information.
12. Governor committees are well established. Governors make monitoring visits to the school and are well informed about its life and work. The governing body fulfils its statutory responsibilities and accounts for the performance and improvement of the school. For example, as well as receiving and analysing information about standards of pupils' work the governing body is concerned to get good value from purchases, to make the best use of the school's resources and to improve the quality of the premises.

The school makes very good provision for children under five in the nursery

13. The quality of the staff, accommodation, learning resources and the stimulating and relevant activities that are presented for the children combine to make very good nursery provision in the school. Parents very much appreciate the quality of education provided in the nursery. Planning and teaching show that all adults have very clear roles and responsibilities and that they work well together. Staff are well qualified and experienced and provide a good variety of activities appropriate to the age and needs of the children. Staff choose resources well to stimulate the imagination and increase the children's knowledge and understanding of the world. There are good relationships between adults and children, who are treated with kindness. However, staff are firm when necessary, for

example, to ensure that children take turns and share equipment properly. Staff promote children's personal and social development successfully. They are given praise and encouragement and many opportunities to gain in self-confidence and independence through talking in groups and through role play. As well as their speaking and listening skills staff successfully develop children's early reading and counting skills and their creative and physical skills. Staff keep good records of children's progress.

Relationships with parents are good

14. There is strong parental satisfaction with the school. At the pre-inspection meeting with the registered inspector and via the parent questionnaires parents were very clear and very positive in their support for the school and appreciative of the quality of education provided. Their views that their children make good progress and achieve high standards, that the leadership and teaching of the school are good, that the school promotes good attitudes and values and that the staff of the school are approachable and helpful are all confirmed by the inspection team. Whilst high standards of work and personal responsibility are expected the school is a warm and friendly place. Many parents help in and around the school and their assistance is very much appreciated by the school. Parents also assist their children with their homework tasks and projects.
15. Some parents are not satisfied with the current homework arrangements and would like clearer information about what is required of their children. The school does have realistic expectations of the amount of homework that pupils should do each week, but some of the pupils in Key Stage 1 do feel under pressure to complete it. The school has recently carried out its own survey of parental opinion on these subjects and has responded positively in its review of provision, taking parents' views into account. For example, it has introduced homework diaries for pupils in Years 3 and 4 and plans to revise the diaries for Years 5 and 6 pupils. The school has also written to parents of Key Stage 1 pupils and given further, helpful guidance about homework expectations. The quality and range of information provided for parents is good overall, although there are two, rather than three, formal parents' meetings in each school year. However, parents do say that they are made to feel welcome at almost any time and that teachers willingly make themselves available to discuss any concerns that parents may have or to answer parents' questions. Newsletters are informative and parents are regularly invited to school for performances by pupils, as well as for curriculum explanation meetings. The parents' association is a thriving social and fund raising organisation.

Pupils have very good attitudes, they behave well and relationships throughout the school are good

16. Throughout the school pupils show great interest in lessons. They are very observant, take good care of equipment and co-operate well in pairs and small groups. When not working under the direct supervision of an adult pupils are very responsible and they concentrate. For example, reception children work carefully on their writing and drawing activities and in all classes pupils use a variety of computer programs sensibly and make good progress. Most pupils rise successfully to the challenges set for them, understand what they are doing and are happy to talk about their work. The pride that they take in their work is evident from pupils' careful writing. Mathematics and science books contain well presented work and there is a very impressive range of high quality two and three-dimensional art work around the school showing the use of a wide range of media. Pupils behave well when moving around the school, in the dining room and at play times. Year 2 pupils say that they 'love' school and talk enthusiastically about their science project on 'forces'. Year 6 pupils say that they like the way mathematics and literacy lessons are organised because the ability groups 'help people catch up'.

There is good provision for pupils' spiritual, moral, social and cultural development

17. Provision for pupils' spiritual development is satisfactory. Pupils' spiritual development could be improved by the school placing more emphasis upon reflection in assemblies and by placing more emphasis upon spirituality across the curriculum, for example in art and music. Provision for pupils' moral development is very good. Class and playground rules have been devised in consultation with the pupils. Pupils know, understand and follow school rules. The school is a very orderly community and pupils are expected to and do behave well in lessons, on the playground, in assemblies and in the dining room. However, at the same time the school provides a lively and stimulating environment for its pupils who enjoy coming to school. Provision for pupils' social development is very good. Pupils appreciate being given a say in how the school is organised. For example, ideas have come from class discussions about what equipment should be purchased for the school playground and after discussion by the school council equipment has been purchased. Other initiatives that pupils are pleased to have discussed at school council are the introduction of fruit and vegetable snacks for pupils at play times and the choice of colours when rooms are redecorated. Each term pupils contribute to decisions about what special events the school might hold, such as an 'Autumn Fair'. Some of the extra curricular activities have started as a result of pupil initiatives. Pupils are highly motivated by the house point system. They decided upon the names for the houses and the Year 6 pupils vote for self-nominated house captains. On a day-to-day basis pupils carry out a range of duties in the school, such as helping in the dining room. They are expected and encouraged to work together in lessons. All adults in the school maintain good relationships with the pupils. Provision for pupils' cultural development is good, particularly in terms of the development of pupils' appreciation of art, music, literature and drama. Visits to places of interest encourage pupils' social and cultural development, though the curriculum does not take a lot of account of the rich cultural diversity in modern Britain.

There is a very good range of extra-curricular activities

18. The high levels of attendance at the many extra curricular activities that are provided further demonstrate pupils' positive attitudes to learning and to school life. During the two days of the inspection pupils were seen enjoying recorder group, the orchestra, two separate football clubs, the computer group and the drama club. Teaching staff put in a great deal of effort to make these and the other extra curricular activities successful, such as art, chess, cross country running, netball and the production of the school newspaper.

WHAT COULD BE IMPROVED

The School Improvement Plan

19. The school improvement plan is a comprehensive document which has identified the most important issues facing the school. The plan describes the extensive range of developments and improvements that have taken place in the school in the last year. Some parts of the plan are costed, such as 'standards fund' money being used to pay for training courses, but this is not the case in most sections of the plan and it is not clear that costs have been clearly worked out and linked to the budgeting process. Timescales for reaching targets are too general and there is no timetable to enable staff and governors to know what is happening and when. Criteria for measuring success are identified, but there are no monitoring, reporting and evaluation mechanisms built into the plan to enable the school to judge the extent to which it is being successful. However, the school is in a good position to be able to improve the quality of its development planning.

The monitoring of planning, teaching and pupils' work

20. Overall, the quality of planning and teaching are good and pupils' standards are high. Each could be better if the existing expertise is used to focus more sharply on identifying what each teacher does well to promote successful learning, sharing the resulting information with all staff and agreeing where improvements are needed in order to make learning more effective. Teachers have received feedback about the quality of their work, but not targets for improvement. The appraisal system in the school is established and includes long-term targets for professional development. Literacy and numeracy co-ordinators have observed each teacher teach, including the headteacher, and the co-ordinator for information technology has been actively involved in leading improvement in that subject. Subject co-ordinators are gaining a clearer understanding of how their subjects are managed and taught throughout the school. However, there has been no systematic analysis of pupils' work in key subjects to enable strengths and weaknesses to be evaluated.

The quality of the curriculum for children under five in reception classes

21. Children in reception are generally taught well and they make good progress overall. However, classroom and curriculum organisation does not encourage independent activity sufficiently well and sometimes there is a degree of control that inhibits independence and creativity. For example, children learn to write by tracing letters and practising skills in a formal, systematic way, sometimes before they are ready to do so. Although children do have opportunities during the day to participate in appropriate structured play activities these are not available on a regular basis to enable children to put their learning into practice. When they are learning about materials, for example, children are restricted to a limited range of experiences and opportunities are missed for them to explore and learn through playing in sand and water and with everyday familiar objects. With the rise in the number of nursery children attending the school reception children no longer have access to the space, activity areas and resources of the nursery class in the afternoons. The organisation of the curriculum, accommodation and grouping of reception children, and the number of staff available to support their learning, is in need of review to take better account of their developing physical, intellectual, emotional and social abilities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

THE SCHOOL SHOULD NOW:

- i. improve its development plan so that it contains:
 - clear timescales for reaching targets;
 - a timetable to enable staff and governors to know what is happening and when;
 - accurate costings for each target;
 - clear statements about how monitoring, reporting and evaluation is to take place;
- ii. set up a programme to monitor teachers' planning, teaching and pupils' work to enable teaching and learning to be even more effective;
- iii. review the organisation of the curriculum for children under five in reception classes to ensure that it is more appropriate to their ages and needs.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
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
0	14	32	50	4	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	YN-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	248
Number of full-time pupils eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	3.1
National comparative data	5.4

Unauthorised absence

	%
School data	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	22	12	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	22	22
	Girls	12	12	11
	Total	33	34	33
Percentage of pupils at NC level 2 or above	School	97	100	97
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	22	22
	Girls	12	12	12
	Total	33	34	34
Percentage of pupils at NC level 2 or above	School	97	100	100
	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	13	13	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	13
	Girls	13	13	13
	Total	26	25	26
Percentage of pupils at NC level 4 or above	School	100	96	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	10
	Girls	13	12	13
	Total	23	23	23
Percentage of pupils at NC level 4 or above	School	88	88	88
	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	3
White	174
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		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese	0	0
White	2	1
Other minority ethnic groups		

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: N-Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	24.8
Average class size	27.5

Education support staff: N-Y6

Total number of education support staff	7
Total aggregate hours worked per week	108

Financial information

Financial year	1998/99
	£
Total income	350 804
Total expenditure	342 302
Expenditure per pupil	1 470
Balance brought forward from previous year	19 608
Balance carried forward to next year	28 110

Results of the survey of parents and carers

Questionnaire return rate of 53 per cent

Number of questionnaires sent out	248
Number of questionnaires returned	132

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	2	0	0
My child is making good progress in school.	58	38	2	0	2
Behaviour in the school is good.	56	43	1	0	0
My child gets the right amount of work to do at home.	28	59	11	2	0
The teaching is good.	65	33	1	0	1
I am kept well informed about how my child is getting on.	35	48	13	2	2
I would feel comfortable about approaching the school with questions or a problem.	65	30	3	0	2
The school expects my child to work hard and achieve his or her best.	60	39	1	0	0
The school works closely with parents.	58	39	3	0	0
The school is well led and managed.	61	35	2	0	2
The school is helping my child become mature and responsible.	58	39	3	0	0
The school provides an interesting range of activities outside lessons.	52	28	11	2	7

Other issues raised by parents

Parents are impressed by the nursery and by special educational needs provision.