

INSPECTION REPORT

**HUTTON ALL SAINTS' CHURCH OF ENGLAND
PRIMARY SCHOOL**

Hutton, Brentwood

LEA area: Essex

Unique reference number: 115258

Headteacher: Mrs. L. Bailey

Reporting inspector: Mr. A. Everix
23079

Dates of inspection: February 28th – March 2nd 2001

Inspection number: 190853

Short 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:	Voluntary aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Hutton All Saints' Church of England Primary School Claughton Way Hutton Brentwood Essex
Postcode:	CM13 1JW
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Appropriate authority:	The Governing Body
Name of chair of governors:	Revd. Robert Wallace
Date of previous inspection:	9 th December 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hutton All Saints' Church of England Voluntary Aided Primary School teaches children between the ages of 4 and 11. It has 230 full-time pupils. The school is situated on the east side of Hutton, a large village near Brentwood. Pupils come from a range of social backgrounds. Over half of the pupils come from the housing estate surrounding the school with the remainder from other areas of Hutton. Children's achievements on entry to the school are wide ranging but overall are typical of those found nationally. Three per cent of pupils come from minority ethnic backgrounds and 8 pupils have English as an additional language, which is a little higher than most schools nationally. Thirty-three pupils have been identified as having special educational needs, of whom one has a statement. The proportion needing additional support is below average. The school is "over subscribed" and governors have a clear set of priorities for making decisions about admission. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

This is an effective school with a number of strengths. Pupils' attainment in English, mathematics and science is well above the national average by the time they leave the school. The quality of teaching is good overall. The school is well led and managed with a clear focus on improving standards. The positive, caring ethos of the school, combined with a commitment to individual needs, helps pupils to reach their potential both academically and socially. The school provides good value for money.

What the school does well

- Attainment in English, mathematics and science is well above the national average by the end of Year 6.
- Overall, teaching is good. It is especially effective in the upper half of Key Stage 2 and for children under five.
- Good leadership and management ensure that the school continues to improve.
- Pupils develop very good attitudes to their work, learn to get on well with each other and to contribute responsibly to the school community.
- Provision for pupils with special educational needs is well planned and enables them to make good progress towards their individual targets.
- Careful monitoring of pupils' progress enables teachers to set clear targets for individual improvement.

What could be improved

- Pupils' achievements in mathematics during Key Stage 1.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has developed well since it was last inspected in December 1996. Performance in the national tests for 11 year olds has improved significantly and has been well above average for the past three years. The key issues identified in the last inspection have been successfully addressed. These included improvements in teaching of the most able pupils during Key Stage 2. The assessment of pupils' attainment and progress is of a much higher quality and used well to plan work. The health and safety issues have been resolved. The school evaluates its work carefully and is in a good position to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	A	A
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

The school's national test results for 11 year olds have been consistently well above average for the past three years. Nearly all pupils achieved the expected standards in the 2000 tests, with nearly a half achieving above average grades in English and science and a third doing so in mathematics. The work of pupils in the current Year 6 indicates that attainment remains well above average in these subjects. The school has appropriately challenging targets for its 2001 test results. Pupils' attainment in English and science at the end of Key Stage 1 is at nationally expected levels. Recent successful strategies to raise the younger pupils' achievements in writing are beginning to have a positive impact on standards. Pupils at Key Stage 1, especially the most able, do not achieve high enough standards in mathematics. National test results for 7 year olds in 2000 showed that most pupils achieved the expected standards but the proportion achieving higher levels was well below the national average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn, and nearly all enjoy coming to school.
Behaviour, in and out of classrooms	Very good overall. Pupils' behaviour was judged to be good in nearly all lessons observed and very good in over a third. Pupils behave responsibly and sensibly when moving around the school. They are polite and courteous.
Personal development and relationships	Very good. Pupils get on well with each other and with adults. The positive relationships amongst members of the school community contribute significantly to the quality of pupils' learning. As they get older, pupils carry out additional responsibilities reliably and cheerfully.
Attendance	Very good. Attendance rates are well above the national average.

TEACHING AND LEARNING

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

Of the teaching observed, 14 per cent was very good, 62 per cent was good and 24 per cent was satisfactory. No lessons were less than satisfactory. All the very good lessons were observed in Years 5 and 6. Teaching was consistently good in the reception class. In the best lessons, teachers had high expectations of pupils' achievements and work rate. In most lessons, teachers introduced topics in a lively, interesting manner and used successful methods for motivating pupils to try their very best. Strong features of learning, especially evident in the Key Stage 2 classes, were the pupils' abilities to concentrate on tasks and work hard for the whole of each session. The teaching of English is good overall. The teaching of mathematics is good at Key Stage 2 and satisfactory at Key Stage 1. At this key stage, the group work sessions of numeracy lessons were not always as well managed as they were in older classes. Consequently, whilst many pupils made good progress, a few others were not working as hard as they should have been. Past work in these younger pupils' books shows that tasks set for the higher attaining pupils are not always challenging enough. Apart from this weakness, the school meets the needs of all children well, including the most able and those with special educational needs. The organisation of pupils into teaching "sets" for English and mathematics in Years 4 to 6 is particularly effective; work is well targeted to challenge different levels of ability.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A well-planned curriculum is enriched by other learning opportunities. The teaching of French to older pupils, educational visits, including residential trips for Years 4,5 and 6, and visitors to the school all help to make the curriculum broad and interesting.
Provision for pupils with special educational needs	Good. Pupils benefit from skilled, specialist teaching, and learning assistants provide good quality support in lessons. Individual education plans for these pupils have precise targets, which are very helpful in guiding their learning.
Provision for pupils with English as an additional language	The school provides appropriate teaching and additional support for the few pupils who are learning English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, with particular strengths in moral and social development. Pupils are taught to be tolerant and responsible. They learn the skills for playing and working together constructively.
How well the school cares	Very good procedures for child protection, health and safety. The

for its pupils	effective monitoring of academic progress and personal development helps teachers to plan for individual needs.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides effective leadership and management. Senior staff provide strong support in guiding school improvement and in maintaining a positive, supportive ethos for learning.
How well the governors fulfil their responsibilities	Governors are very supportive of the school and fulfil their statutory duties. Their monitoring procedures, including regular visits, enable them to have a good understanding of the school.
The school's evaluation of its performance	The school carefully monitors its successes and areas for development. National and other test results, including baseline tests when pupils start school, are analysed to identify and guide improvements in teaching and the curriculum. Senior staff and governors prepare and closely monitor a detailed plan for the school's development.
The strategic use of resources	Financial and learning resources are used well to support pupils' learning. The school endeavours to get best value for the money it spends.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children make good progress. • Behaviour is good. • Children enjoy school. • The teaching is good. • Children are expected to work hard and do their best. • The school is well led and managed. • Children learn to become mature and responsible. • They feel comfortable about approaching staff with concerns. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • Some of the communications from the school. • The way the "merit reward" system for pupils is used. • The amount of homework.

Inspectors agree with the positive points made by parents. A good range of activities including visits, residential trips and visitors to the school enrich learning. However, after-school clubs are restricted mainly to junior sport and to older pupils preparing for school productions. A few parents feel there is too much homework and others that there is not enough. Overall, the school regularly sets appropriate homework which supports learning and establishes good habits for working at home. Comments from pupils and parents indicate that occasionally the work is too hard for some individuals and at times too much is set at the weekend. The school provides good on-going information about pupils' progress but acknowledges that there is room for improvement in some aspects of its communication with parents. This includes better information about what children are to be taught during each term and greater clarity on how the school's reward system is used. The school carefully monitors the awarding of merit points and badges, but a few parents feel it is unfair and some others are unclear about how it works.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in English, mathematics and science is well above the national average by the end of Year 6

1. National test results for eleven year olds over the past three years have been well above the national average in all three subjects. Compared with similar schools in 2000, (i.e. those with a similar proportion of free school meals), results were well above average in English and above average in mathematics and science. Nearly all pupils achieved at least nationally expected levels in English and mathematics. Nearly half the pupils achieved higher than expected levels (Level 5) in English and science, and a third did so in mathematics. All pupils reached the expected level (Level 4), or above, in science, an achievement matched by only 5 per cent of schools nationally.

2. Pupils' skills in speaking and listening develop well and are important factors in their learning. Year 6 pupils spoke confidently and clearly to an assembly of children and parents, when they gave a "behind the scenes" account of their work on the forthcoming production of "Joseph". Discussions in pairs or groups, with the opportunity to share ideas with the whole class, feature in several lessons and help pupils gain confidence. New vocabulary is regularly introduced in lessons. An interesting example was the exploration of a newspaper article of 1834. Pupils discussed, in pairs, the unusual vocabulary, speculating on the meaning of such words as "assizes" and "oath". These older pupils listened carefully to each other's letters in which they were trying to persuade others to care for the poor. They expressed their thoughtful evaluations to the whole class well.

3. Reading has a high profile throughout the school. Many displays of good quality books stimulate interest. Pupils in a Key Stage 2 literacy group found interesting information on planets from a variety of books centred around a "Space" topic. They employed skills such as using the glossary and skimming the text to help extract information. "Story sacks", made by parents for younger pupils, help bring books to life. Captions on displays around the school pose questions for pupils and prominently feature specialist words to help widen pupils' vocabulary. For example, reception pupils are posed such questions from class graphs as, "Which month was Charles born in?" or "Who was born in January?" In Year 4, a lively display of a class visit to The Dome includes a wide range of words ending in "tion". These include "variation", "occupation" and "organisation". As they get older, pupils read confidently and with good expression. Year 6 pupils choose challenging texts and express preferences for authors. For example, one pupil reading "The Thirty Nine Steps", described the "rich, idle" nature of one of the characters. Another pupil expressed his enjoyment of the James Bond books and of different authors such as J.R Tolkien and J.K. Rowling.

4. As they get older, pupils produce sustained, lively pieces of writing with good attention to punctuation, spelling and interesting vocabulary. They are taught to draft work and refine their ideas. This results in some very well expressed writing which captures the reader's interest. For example, work displayed in a Year 4 class included some very good use of adjectives. One pupil wrote how, "an untamed tornado is fiercely demolishing the quiet homes of petrified people". Pupils learn to write effectively in a variety of ways. Capturing the atmosphere in a circus, an older pupil wrote creatively about "the exhilarating atmosphere of the big top" and "going with excited anticipation to my seat". Year 5 and 6 pupils wrote some convincing persuasive letters supporting the case of the Tolpuddle Martyrs. They read out examples of their work which showed how they had used emotive language well. One pupil had started the letter with "How could you do this?" which immediately grabbed the readers' attention and others used such phrases as "sickening poverty" and the "piercing scream of a hungry baby" to underline their arguments.

5. Pupils develop good mental arithmetic skills and apply these successfully to solve problems. Most pupils in a lower ability group of Years 4, 5 and 6, confidently counted backwards and forwards using negative numbers, and used their skills to solve problems based on thermometer readings above and below freezing. Past work in Year 6 shows that many pupils have grasped a range of complex ideas and use them with confidence. These include calculations to two decimal points, finding proportions and percentages of quantities and identifying primes, factors and palindromic numbers. A numeracy group, mainly of Year 5 and 6 pupils, measured and drew angles accurately. Their effective use of the two protractor scales was based on a good understanding of acute and obtuse angles. The pupils used their skills to find the angles within different triangles and speculated on possible differences in the totals. Several pupils demonstrated a high level of interest, when, after the lesson, they discussed with the teacher their own “theorems” (a word they had clearly used before) about the three angles of a triangle.

6. Pupils’ skills in science are developed from an early age. For example, in a Year 2 lesson, pupils, investigating how to alter the speed of a car off a ramp, were set the extra challenge of making it roll for exactly one metre. A few more able pupils discovered that fine adjustments to the angle of the board achieved this, provided other factors were kept the same. Older pupils carry out investigations and come to their own conclusions. This was evident in Year 5, where pupils discovered that the inside of sugar coated sweets melted before the outside because sugar melts at a higher temperature than chocolate. On a similar theme, pupils produced tabulated results, spreadsheets and line graphs to help them judge the best thermal insulators for water. Pupils gain a good knowledge of the factual elements of the subject. Year 6 pupils explain the functions of parts of the human body such as the skeleton and ribs, and how calcium is needed for strong bones and teeth.

Overall, teaching is good. It is especially effective in the upper half of Key Stage 2 and for children under five.

7. Although there were examples of good teaching in all parts of the school, the teaching observed in the reception class and Years 5 and 6 was never less than good. All the very good teaching was in Years 5 and 6.

8. In the majority of lessons, activities are varied and tasks matched to build on what pupils already know. Apart from numeracy at Key Stage 1, where there are weaknesses, teachers have a good knowledge and understanding of the curriculum. In a Year 6 science lesson, the teacher’s very good knowledge of the human body enabled him to challenge pupils’ thinking. For example, pupils were asked to speculate why babies are born with 300 bones when adults have only 206. In a singing lesson, the piano playing was of a high quality and the teacher carefully explained the how one line flowed into the next. She used her very good musical voice to model difficult jumps in pitch; consequently, pupils’ singing was of a high quality.

9. Children in the reception class develop attitudes and routines which prepare them well for future learning. This aspect of teaching is a significant strength. For example, in a physical education lesson, the teacher used a range of voice techniques, including quiet clearly articulated speech, which reinforced the idea that the children should be attentive. Children are taught the rules of safety, and to be calm and orderly when collecting or returning equipment. Through skilful, targeted questioning, the teacher ensures that all children are involved in lessons. There is an expectation that all will contribute, for example when they are expressing their thoughts on a story read to them. The layout of the reception class is very carefully planned, with many areas of lively interest to stimulate learning.

10. The very good teaching observed in Years 5 and 6 was based on high expectations of pupils, lively

introductions to lessons which engaged pupils' interest, and a rapid pace to learning. These factors were clearly evident in the teaching "sets" for literacy and numeracy. In response to their teachers' expectations, pupils worked hard for the whole of each session. Challenging tasks ensured that they remained motivated throughout the lessons, and time limits gave a sense of urgency to completing activities. Lessons were often stopped at relevant moments and pupils' thinking challenged. During a numeracy lesson, the teacher drew an angle and asked whether it became larger if the lengths of the sides were extended. The subsequent lively discussion enabled pupils to develop a better understanding of angles.

Good leadership and management ensure that the school continues to improve.

11. The headteacher provides clear educational direction for the work of the school. She has established good teamwork which ensures that all staff work towards the same aims. The senior management team is clear about the school's priorities and takes effective action to meet them. For example, a thorough analysis of the school's performance in the Key Stage 1 tests and of pupils' work, led to a greater provision of writing opportunities. The success of this strategy is reflected in pupils' work which indicates that standards are rising. The weaknesses in mathematics at this key stage have also been identified by the school and are priorities for improvement. The aims of the school are based on high academic achievement, a caring environment and the personal development of all pupils. These are evident in the general life of the school, especially in the positive ethos for learning and in the strong sense of community. A statement on the wall of the Year 6 classroom summarises the school's approach: "We want the very best for you and the very best from you".

12. The school development plan, based on consultation with staff, governors, pupils and parents, provides detailed guidance on how the school will improve over the next few years. All aspects are clearly linked to spending, with priorities listed so that staff and governors are clear about what has to be achieved each term. The headteacher and senior management team regularly monitor planning, lessons and pupils' work. This gives them a good understanding of the strengths and weaknesses in teaching. Support has been given where necessary, but records detailing what has and has not worked in lessons are not consistently well kept.

13. The governors are fully involved in the management of the school and show a good understanding of its strengths and weaknesses. They work well with the headteacher and staff to sustain the school's improvement. Many governors are regularly in school, helping in classrooms and observing in lessons. They ask questions about what they see and share their findings with the full governing body. For example, one governor explored the reasons for the increased teaching of phonics. Such activities help governors to make informed decisions. The governors are developing ways of improving their knowledge about the curriculum and have recently agreed that they will each have a subject to monitor. Governors refer to documents such as the PANDA (a government publication with data about the school including the comparison of its test results with others nationally) when discussing the school's performance. However, whilst they are pleased that the school achieves high test results for 11 year olds, their main aim, which is clearly evident in the school, is to ensure that individual pupils are properly targeted to fulfil their potential.

Pupils develop very good attitudes to learning, learn to get on well with each other and to contribute responsibly to the school community.

14. By the time pupils reach Year 6, their application to work, and behaviour in lessons are very good. Pupils are very attentive to their teachers and take their tasks seriously. They are keen to respond to questions and volunteer their own ideas. In a literacy lesson observed, older pupils offered a range of ideas on why Trade Unions started. The teacher listened carefully, commented positively on what was

said and encouraged the pupils to expand their thoughts. Pupils know what is expected of them when they begin individual or group work. Older pupils discuss their work in a mature manner and quietly settle to their written tasks. Their perseverance and concentration are significant factors in their successful learning. Ninety-eight per cent of parents, responding to the questionnaire, agreed that pupils behave well and, at the meeting, several stated that their children learn self-discipline.

15. The very good relationships in the school are based on a range of successful strategies to promote respect and care for one another. Work on display shows how pupils have considered such issues as jealousy, pride, forgiveness and honesty. A poem, written by an older pupil, on the difficulty of saying “sorry”, expresses how much better it feels when the apology has been made. Assemblies observed during the inspection focused on consideration of others and teamwork. A youth theatre has visited to explore issues regarding bullying. Other factors contributing well to pupils’ social development are collaborative group work in lessons, the pairing of older pupils with younger ones for reading, and opportunities to mix with others on school trips, especially the residential visits for Years 4,5 and 6. Pupils understand that feelings are important, and that they can be freely expressed at school. A group from Year 6 stated: “It’s all right to cry here if you are upset.”

16. Pupils learn a sense of responsibility from a young age. They demonstrate consideration of others when calmly and sensibly leaving and entering the school building or classrooms. Pupils are courteous and know how to behave in front of adults. For example, they open doors for adults and remember to say “excuse me” if they need to come past. Pupils become “helping hands” with a variety of jobs in their classrooms and take turns as “special eyes” to watch out for problems or for upset children in the playground. When they reach Years 5 and 6, they have a range of significant responsibilities. These include participation in a school council which contributes to the decision making in the school. Pupil suggestion boxes enable pupils of all ages to submit ideas which are taken seriously by the school. For example, several girls wanted to wear trousers as part of the school uniform. Their ideas were presented to the headteacher and governors, and the school’s policy was changed. Older pupils willingly carry out a variety of jobs, including preparing the assembly hall, helping at lunchtime with younger children and acting as “house captains”. Pupils are trusted to act responsibly and respond well. For example, in a Year 6 science lesson, they independently examined some rare bones loaned to the school from a parent’s collection.

The provision for pupils with special educational needs is well planned and enables them to make good progress towards their individual targets.

17. The individual education plans (IEPs) for pupils with special educational needs are of a consistently good quality. A range of IEPs was seen during the inspection and all included specific targets which could be easily measured to evaluate pupils’ success. Pupils’ progress is carefully monitored by the special needs co-ordinator and by teachers. Good use is also made of the school’s detailed assessments of each pupil. The information is used well to review and set new targets at least once a term. The overall management of special needs, including the deployment of the learning support assistants, is very good. The special needs co-ordinator provides very effective support to teachers when writing IEPs, to ensure they are of a consistently high quality. Teachers ensure that learning support assistants are well briefed on their role in lessons.

18. In nearly all the lessons observed, work was well matched to the special needs of pupils. Overall, these pupils make good progress, especially when helped by the effective learning support assistants or when benefiting from specialist teaching. The teaching of phonics and spelling in a Year 4/5 group for pupils with special needs was very effective. The learning support assistant had a very good relationship with pupils and worked very productively with them. The increased confidence of the pupils and their enthusiasm were clearly evident during this lesson.

The careful monitoring of pupils' progress enables teachers to set clear targets for individual improvement.

19. Since the last inspection, the school has made considerable progress in improving its systems for assessing pupils' attainment and progress. Then, the school recorded the work that individual pupils had covered, but little attention was given to the rate of pupils' progress, or to setting targets for future learning. Now, the school has a coherent system for making regular assessments and monitoring pupils' progress. The high quality of these assessment systems plays a significant part in supporting the good progress pupils make during their time at the school.

20. Each term, teachers assess pupils' attainment in English, mathematics, science and personal development. Through training and discussion, the school has ensured that teachers make accurate assessments. These assessments provide high quality information for teachers setting each pupil meaningful termly targets for improvement. They also guide teachers when setting work to build on pupils' existing knowledge and skills. Pupils are encouraged to reflect upon and note their own views about their achievements. As they get older, this helps them to take a greater responsibility for agreeing them with their teachers. Parents are also made aware of their child's targets so that they can provide support in achieving them.

21. In addition to the above information, teachers keep their own records of pupils' progress in reading and personal development. Other significant developments, including those relating to different subjects, are noted in a pupil profile. Although there are weaknesses in mathematics at Key Stage 1, overall, teachers use the information well to guide their lesson planning.

22. The information provided by regular assessments of each child's progress is gathered and stored on a special computer program. This enables the school to monitor the progress of individual pupils over time, detect difficulties and take appropriate action. It also allows the school to identify groups of pupils, or aspects of the curriculum where achievements are not as good as they should be. The school has been successful in identifying and tackling a number of weaknesses using its assessment data, for example in writing at Key Stage 1.

WHAT COULD BE IMPROVED

Pupils' achievements in mathematics during Key Stage 1.

23. The school's 2000 test results for 7 year-olds for mathematics were well below average when compared nationally and with similar schools. Although the year group taking the tests in 2000 had a higher proportion of special needs than is usual for the school, results in mathematics were significantly lower than those in writing and reading. The number reaching the expected level (Level 2) in mathematics was average, but the proportion attaining higher than this, was well below the national average. Inspection evidence shows that the most able pupils are not achieving the high standards of which they are capable and consequently overall attainment in mathematics is below that expected at the end of Key Stage 1.

24. The past work of pupils shows that whilst the most able are occasionally set harder tasks they are not consistently well challenged. At times there is little difference between the work recorded by the average and above average pupils. Although the most able pupils are expected to produce a greater quantity of work, or, on occasions, to use larger numbers, tasks are not consistently well targeted to "stretch" them. For example, in one piece of work, the above average pupils started counting on twos from the same point as the less able but carried on to a higher number. More complex ways of using

and applying mathematics, such as different strategies for solving problems, are not evident in the work of the most able pupils. The quantity of work recorded, especially for the average and above average pupils, is below that usual for this age.

25. Although teaching in the numeracy lessons observed was satisfactory at Key Stage 1, there were weaknesses which prevented it from being as effective as that seen in other subjects. The group work in one lesson was not strongly managed and a few pupils were not engaged productively for parts of the session. For one activity, too many children were sharing one task, and progress was slow. In another session, there was not sufficient emphasis on exploring different techniques for solving addition and subtraction problems. Although pupils were encouraged to find the correct answers they did not learn about other methods which could help them with calculations in the future.

26. The school has identified the need for improvement and recognises that further training is required to improve staff expertise in teaching mathematics to pupils at Key Stage 1.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. The school should now:

Raise pupils' achievements in mathematics during Key Stage 1 by:

- Consistently setting work that is well matched to the needs of all pupils, especially the most able.
- Improving the teaching of strategies for investigating numbers and solving mathematical problems.
- Increasing the amount and range of work recorded by pupils.
- Rigorously monitoring teaching and learning in the subject especially in the group work sessions in lessons. As a result, sharing good practice and supporting teachers where improvements are needed.
- Improving the school's performance in National Tests for 7 year olds by significantly increasing the proportion of pupils achieving higher levels (Levels 2B, 2A and Level 3 or above).

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

9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	62	24	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

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

230

Number of full-time pupils known to be eligible for free school meals

6

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

1

Number of pupils on the school's special educational needs register

33

English as an additional language

No of pupils

Number of pupils with English as an additional language

8

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	20	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	20
	Girls	12	11	9
	Total	29	28	29
Percentage of pupils at NC level 2 or above	School	91 (85)	88 (88)	91 (94)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	20
	Girls	12	11	12
	Total	29	28	32
Percentage of pupils at NC level 2 or above	School	91 (85)	88 (94)	100 (94)
	National	84 (82)	88 (86)	88 (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
		2000	20	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	18	20
	Girls	12	12	13
	Total	32	30	33
Percentage of pupils at NC level 4 or above	School	97 (81)	91 (77)	100 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	19
	Girls	12	11	11
	Total	31	29	30
Percentage of pupils at NC level 4 or above	School	94 (65)	88 (68)	91 (74)
	National	70 (68)	72 (69)	80 (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	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	3
Chinese	0
White	191
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)	9.8
Number of pupils per qualified teacher	22.5
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	116

Financial information

Financial year	1999/2000
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	£
Total income	453975
Total expenditure	467052
Expenditure per pupil	2153
Balance brought forward from previous year	53629
Balance carried forward to next year	40552

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	118

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	0	2	1
My child is making good progress in school.	47	51	2	0	0
Behaviour in the school is good.	64	34	1	0	1
My child gets the right amount of work to do at home.	41	44	11	2	3
The teaching is good.	65	31	2	0	2
I am kept well informed about how my child is getting on.	29	61	7	1	2
I would feel comfortable about approaching the school with questions or a problem.	55	39	4	2	0
The school expects my child to work hard and achieve his or her best.	69	27	2	0	2
The school works closely with parents.	38	52	8	0	2
The school is well led and managed.	49	45	3	0	3
The school is helping my child become mature and responsible.	58	37	2	0	3
The school provides an interesting range of activities outside lessons.	19	35	20	9	17

Other issues raised by parents

The caring ethos of the school.

Ways they would like to see some aspects of written communication improved.

Some parents are not happy with or are unclear about the way the “merit” system is used.