

INSPECTION REPORT

MANUDEN PRIMARY SCHOOL

Bishop's Stortford

LEA area: Essex

Unique reference number: 114979

Headteacher: Mrs Linda Pannell

Reporting inspector: John Messer
15477

Dates of inspection: 14-16 February 2000

Inspection number: 191046

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4-11 years

Gender of pupils: Mixed

School address: The Street
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Near Bishop's Stortford
Hertfordshire

Postcode: CM23 1DE

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Appropriate authority: The governing body

Name of chair of governors: Canon Chris Bishop

Date of previous inspection: 03.06.96

INFORMATION ABOUT THE INSPECTION TEAM

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INFORMATION ABOUT THE SCHOOL

This village school has 98 pupils on roll and is smaller than most primary schools. No pupils are from ethnic minority backgrounds and all speak English as their first language. The children come from relatively advantaged home backgrounds and the proportion of pupils entitled to free school meals, 4%, is below the national average. Children's achievements on entry to the school are above those normally expected of four year olds. The number of pupils who have been identified as having special educational needs is below the national average. The school is popular and 39% of pupils come from outside the immediate area as a result of parental choice.

HOW GOOD THE SCHOOL IS

This is a very good school. The standards attained by pupils of all abilities are high across all areas of their learning. Teaching is very good and results in very effective learning. Pupils have excellent attitudes to work and relationships between pupils and teachers are exceptionally good. The headteacher provides strong leadership and she is very well supported by parents and the governing body. Resources, both human and physical, are used efficiently to provide a very effective learning environment. The school is constantly striving to improve standards further and provides good value for money.

What the school does well

- Pupils attain standards in English, mathematics and science which are well above national averages. Pupils' speaking skills are particularly well developed.
- The quality of teaching is very good.
- The pupils enjoy school, are eager to learn, keen to succeed and are willing to concentrate hard. They are confident, have well developed social skills and a keen sense of honesty and fair play.
- The school provides a wide range of learning opportunities which includes a strong emphasis on the arts.
- The headteacher provides strong leadership and the school is very well supported by parents and governors.

What could be improved

- The monitoring and evaluation of teaching and learning, in order to identify areas for improvement, are under developed
- Short term learning targets designed to help pupils to improve their performance are not sufficiently developed.
- The attention paid to the quality of the presentation of pupils' work is inconsistent.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in June 1996 considerable improvements have been made. The buildings have been substantially developed and the creation of a new school hall, classrooms, a library and a computer suite have enhanced learning opportunities, especially for physical education. Standards in reading, writing and mathematics in Key Stage 1 have improved significantly and the high standards attained in Key Stage 2 have been maintained. The key issues raised at the time of the last inspection have been tackled successfully. The quality and the consistency of teaching has improved. Reading is taught exceptionally well in Key Stage 1 and pupils in Key Stage 2 are now encouraged

to read more demanding texts. Good schemes of work for all subjects have been developed and they provide a good framework for teachers' lesson 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			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	A	A	C
mathematics	A*	B	A	B
science	A	A	A	B

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

By the time they are five, children achieve standards in all areas of learning which exceed national expectations for their age. At seven years of age pupils attain standards which are well above national averages in reading, writing and mathematics and above average in science. The school has set challenging provisional targets for 2001 when it anticipates that all eleven year old pupils will attain the national target of Level 4 in English and mathematics. The overall trend in standards has been steadily upward in Key Stage 1 and has been maintained at a higher than average level at Key Stage 2. Work seen during the inspection was of a high standard in English, mathematics, science, music and art. Pupils are articulate and speak confidently. Comparisons with schools which have pupils from a similar background indicate that standards are above average in mathematics and science and average in English. This shows that the school performs well in relation to similar schools.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic about their work and show responsible attitudes to all they do.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils show respect for each other, for adults and for the school.
Personal development and relationships	Personal development is very good. Pupils take responsibility and show initiative. Relationships throughout the school are very good.
Attendance	Attendance is good and pupils enjoy coming to school.

Pupils show great interest in their work and show remarkably mature attitudes as they

discuss aspects of their learning sensibly with visitors.

TEACHING AND LEARNING

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

Across the school the quality of teaching is very good, and occasionally excellent, in just over three quarters of lessons and good in just under a quarter. At both key stages the teaching of English and mathematics is very good. One key element in the very good teaching is the sensitive relationships which teachers develop with their pupils. The teachers have high expectations of pupils' performance and plan activities carefully to ensure that pupils at differing stages of development are challenged appropriately. Teachers do not, however, always maintain sufficiently high expectations of the quality of the presentation of work which pupils produce. The National Literacy Strategy has been successfully introduced and the school has made appropriate adjustments to the framework to ensure that pupils have opportunities to practice their language skills by creating extended pieces of writing. Lessons based on the National Numeracy Strategy are also taught well. Teachers are keenly aware of each pupil's particular stage of development and tasks are carefully matched to pupils' individual needs. Teaching is effective in promoting good learning opportunities for pupils of differing abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	An exceptionally rich curriculum is provided which includes a strong emphasis on music and art. A broad range of relevant and interesting studies are followed, including French for the older pupils. A good range of after school activities, residential visits and school journeys extend pupils' learning opportunities.
Provision for pupils with special educational needs	Provision is good. Pupils who require extra learning support are identified quickly and effective extra teaching is provided, mostly on an individual basis or in small groups. Teachers match work closely to pupils' special needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is cultivated very well. Pupils are encouraged to reflect on issues which affect their lives and the lives of others. Spiritual awareness and self-knowledge are promoted when pupils contemplate the world around them. Pupils gain knowledge and insights into values and beliefs of others through religious education and the richness of art and music in the school. Pupils have a strong sense of social justice and a broad knowledge of traditional aspects of their cultural heritage. However many pupils lack an appreciation of the wide cultural diversity of our modern society though the school is actively addressing this issue.
How well the school cares for its pupils	Great care is shown by all staff for the pupils. Teachers have a deep knowledge of pupils' specific learning needs and track progress carefully. Individuals are supported very well in their personal development but short term targets designed to promote improved standards for each pupil are not sufficiently well developed.

A particular strength of the curriculum is that due significance is given to the key skills of literacy, numeracy and information technology whilst retaining a strong emphasis on art, music and personal development. The school's curriculum is highly relevant to pupils' needs. Due emphasis is placed on developing neat handwriting skills but insufficient attention is paid to presenting high quality work in a format which promotes appropriate care and attention to detail. The curriculum meets statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	A strong ethos, which is rooted in a commitment to constantly seek to improve standards further, has been developed. Monitoring of lessons and plans to make teaching and learning even better are not sharp enough.
How well the governors fulfil their responsibilities	Governors work hard to support the school and fulfil their responsibilities effectively.
The school's evaluation	Governors help the school to monitor and evaluate the quality of

of its performance	provision by regular focused visits and they write excellent reports of their findings. The school has developed a clear view of its strengths and weaknesses.
The strategic use of resources	Resources are used carefully and always with a view about how the use of resources will influence learning opportunities. Financial administration is very good and the principles of best value are carefully considered.

A strength of the leadership is the strong partnership that has been forged between the staff of the school, the parents and governors. The school applies the principles of best value very well and the headteacher has been very successful in attracting donations for school developments. Her success has led to the accumulation of a larger than expected contingency reserve.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils' behaviour • The quality of teaching • High expectations of pupils' performance • The leadership and management of the school • The way the school helps children to become mature and responsible 	<ul style="list-style-type: none"> • Some parents do not feel that the school works in close partnership with them.

Inspectors agree with parents' positive views. Inspection findings indicate that the school is successful in its efforts to form a strong partnership with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain standards in English, mathematics and science which are well above national averages. Pupils' speaking skills are particularly well developed.

1 By the end of Key Stage 1, seven year old pupils attain standards in National Curriculum tests which are well above national averages in reading, writing and mathematics. Teacher assessments show that pupils' performance in science is also above average. There has been a trend of steady improvement at Key Stage 1. These high standards are maintained in Key Stage 2 and in the latest National Curriculum tests, eleven year olds attained standards which were well above national averages in English, mathematics and science, standards which have been maintained at this high level over recent years.

2 In the class for the youngest children there is a strong emphasis on ensuring that reading skills are developed systematically. Children are taught phonic skills alongside learning to recognise 'key words' by sight. Good links are made between recognising the shapes of words visually and understanding the sounds which blends of letters make. Children quickly become confident and soon master the skills needed to decipher new words and to begin reading effectively. These skills are transferred to writing and children make rapid progress in developing the ability to convey meaning in written form. In mathematics the under fives find out for example how many different ways they can place seven cows into two fields or five slices of toast on two napkins. They rise to the challenge presented by such activities and gain confidence in their ability to solve number problems. They develop strategies such as knowing how to double numbers to add more quickly. By the time they are five they attain standards which are in advance of those attained by most five year olds.

3 By the age of seven, pupils read a wide range of fiction and non-fiction books. They use the index and the glossary well when researching for information. They use CD ROM to find out facts about wild animals and can state with confidence that the computer generated glossaries enable them to access the meanings of unfamiliar words more quickly than the ones in their books. They enjoy challenges like providing a clear definition of a nose or spelling as many words as possible which begin with 'wh' accurately and within a time limit. Their well developed speaking skills help them to explain precisely what mental processes they used to calculate the answers to mathematical problems. Their quick recall of number facts, their wide vocabulary and their skilled research strategies clearly indicate that they attain standards which exceed national expectations of seven year olds.

4 By the end of Key Stage 2, most pupils show a good understanding of a wide range of fiction and are skilled at finding information from books and by means of information technology. The younger pupils in the key stage exchange letters by e mail with children in St Lucia as part of their work in geography. They study challenging poems, such as 'The Owl' by Alfred Lord Tennyson, and understand different literary genre, such as 'classical poetry' and 'modern fiction'. They express sensible opinions about pieces of literature and give clear reasons for liking aspects of a particular piece of writing, using accurate technical language to illustrate their views. In a discussion on a poem, for example, pupils said that they liked the imagery used in a simile which referred to an owl's flight as a 'silent sail' because of the appropriate use of a 'strong' adjective and the alliterative element in the phrase. They identify different poetical forms and remember when, for example, they have encountered rhyming couplets in previous work. They use the skills they develop in literacy

well across other areas of the curriculum, as when conducting research in geography or writing about classical Greek myths, such as Medusa and the Gorgon's head.

5 By the age of eleven pupils attain standards in mathematics which exceed expectations for their age and many show especially advanced skills. In work on angles for example, a group of higher attaining pupils discovered how to find the internal angle of several simple regular two-dimensional shapes and went on to devise a formula which would enable them to calculate the internal angle of any regular polygon. Lower attaining pupils could clearly see the number of degrees between the hands of a clock face showing seven o'clock. Pupils use their numeracy skills well in other areas of the curriculum, such as in science when they carefully time how long it takes for a sugar cube to dissolve when working on solutions, and in geography when working on co-ordinates and distances when developing skills in mapwork. Most pupils develop skills, knowledge and understanding in science which exceeds expectations for their age.

6 Throughout the school there is a strong emphasis on developing speaking skills and encouraging pupils to explain themselves clearly. Pupils are highly articulate and are confident in speaking at length and in an informative way about aspects of their work. They express their opinions openly and in a reasoned way and are prepared to listen thoughtfully to other points of view. This particular aspect of their development has a very positive effect on their learning in other areas of the curriculum. They have the skills required to understand information of increasing complexity and the confidence to explore information in a considered way before making judgements and developing viewpoints. This helps them to learn effectively and to achieve high standards. The school has set the targets of 100% of pupils to attain Level 4 in English and Mathematics by 2001 and they are highly likely to achieve this aim.

The quality of teaching is very good.

7 Two aspects of teaching which underpin the pupils' very effective learning are the sensitive relationships which have been established between teachers and pupils and the appropriately high expectations which teachers have of pupils' performance. These are evident in every class which results in a consistency of approach and contributes to an ethos which is rooted in a commitment to achieving high standards. Teachers are enthusiastic and reflect seriously about the quality of their performance and how they might improve pupils' learning opportunities. They know the pupils well and their plans are based upon accurate assessments of pupils' specific stages of development. They plan lessons thoroughly to meet the needs of all. This results in very effective learning and good progress.

8 The youngest children quickly settle to class routines and enjoy their learning. Lessons are carefully planned and children are invited to consider the learning objectives of each session and how best the objectives might be achieved. This involvement of the children helps them to establish a serious attitude to their work. The highly skilled nursery nurse works in close association with the class teacher and her expertise enables the class to be grouped appropriately so that tasks can be closely matched to pupils' widely differing stages of development. The atmosphere in the classroom is calm and purposeful. The class teacher adopts a measured manner and explains everything with great clarity so that pupils are in no doubt about what is expected of them. A wide range of imaginative activities are provided and even the youngest children are expected to work sensibly and independently of the adults' direct supervision. In number activities, for example, older pupils will be working on activities which involve dice, board games, puzzles and dominoes whilst the younger ones will be finding different ways of sorting a number of model people

into specific rooms in a doll's house, a number of cows into different fields, seven pieces of fruit into two bowls and bears into beds. Gentle humour is used well to consolidate relationships and encourage a happy learning environment. The high quality of teaching results in rich learning experiences and rapid progress in all areas of learning.

9 The Year 2 class is small with fifteen pupils on roll. The relatively small class size enhances learning opportunities because the class teacher can give greater attention to pupils' differing needs. The limited space in the classroom is organised efficiently and is supplemented through the use of the computer suite and the school library as teaching areas. A wide range of inter-related activities are planned meticulously so that time is used to the full. In a literacy lesson on non-fiction books, for example, groups of pupils spent some time studying definitions with the class teacher, some time in the library, sharing a text with the classroom assistant and some time working on research techniques in the computer suite. The variety of tasks, the precise timing of activities and the brisk pace of the lesson resulted in very effective learning. Both the class teacher and the classroom assistant use skilled questioning techniques to challenge pupils' thinking and extend their understanding.

10 Especially imaginative teaching takes place in the class for lower juniors as, for example, when a barn owl visited the school as part of work on poems about owls. Pupils watched the owl swooping silently across the classroom and this provided a particularly rich experience and consolidated their understanding of using appropriate vocabulary to describe particular phenomena accurately. In this relatively large class teachers encourage pupils' to work independently, as for example, when they practise choral speaking in the library without direct supervision. High expectations of performance and behaviour results in effective learning. However work in science is not always sufficiently well matched to older pupils' specific needs and so the learning of a small minority of lower attaining pupils is restricted. Good use is made of resources both human and physical. Classroom assistants are well versed in the objectives of lessons, they use their initiative and spend their time profitably to support learning. Teachers prepare lessons carefully and use equipment effectively. In a lesson on angles taught to older juniors, for example, the overhead projector was used well to demonstrate the accurate use of a protractor, pupils demonstrated their skill on the transparencies for the whole class to see and hence any possible difficulties in achieving accuracy were soon ironed out by the teacher. In several lessons the link between developing a skill, such as the accurate measuring of angles, and its use in the real world was not made explicit. This lack of a clear rationale obscures the pupils' understanding of the purpose of an activity.

11 The strategies for teaching literacy and numeracy are very effective. The National Literacy and the National Numeracy Strategies have been adopted as the basis for planning and are adapted to meet the specific needs of the pupils. The curriculum for both is taught imaginatively and the presentation of material is varied. Handwriting is taught well and pupils develop a neat style. Pupils with special educational needs receive good extra teaching help. The teacher takes individuals and small groups out of the classroom to focus on specific skills associated with literacy and numeracy. The warmth of her relationships with the pupils helps to ensure that they make good progress. She works in close association with class teachers to analyse pupils' particular needs and provides pupils with brisk, focused activities designed to overcome difficulties. This, coupled with the sensitive matching of tasks to pupils' specific needs during class activities, promotes effective learning. The strengths of gifted and talented pupils are recognised and they are appropriately challenged, usually by adjusting activities to include tasks which include exploration or specific research. Music is taught by a specialist teacher, who takes all classes each week, and by peripatetic music teachers. This results in very effective

teaching and high standards.

The pupils enjoy school, are eager to learn, keen to succeed and are willing to concentrate hard. They are confident, have well developed social skills and a keen sense of honesty and fair play.

12 Pupils enjoy their work and tackle activities enthusiastically. In one lesson on angles a group of pupils, who were solving problems in the computer suite, were disappointed when the lesson ended because they had become so engrossed in their work. Pupils are eager to please and keen to succeed. They concentrate hard and seek to do their best in each area of the curriculum. They are conscientious and diligent whilst maintaining a balanced good humoured approach to school. These positive attitudes to school promote the school's good levels of attendance.

13 Behaviour is invariably good and is based upon mutual respect, a feeling that the school is very much like a large family and that learning is pleasurable. There is little need to contemplate sanctions and no need to consider the practice of excluding pupils from school. Relationships are of the highest quality and make a major contribution to effective learning. Older pupils help to support the younger ones in a natural, friendly way. They help to serve food at lunchtimes and are willing to play with younger ones at playtime.

14 Pupils appreciate the after school activities which are provided and willingly give up lunchtimes to practice playing music together in the school orchestra. Their personal development flourishes in the secure learning environment which is created. They are thoughtful and reflective. When contemplating the cyclical nature of the seasons one five year old concluded that the seasons go on and on 'even after we have all died'. His classmates nodded their agreement as they contemplated his wisdom.

15 Pupils show remarkable confidence and discuss their work with visitors in a mature manner. Through choice they sometimes work in school at lunchtimes when they are responsible and demonstrate high levels of initiative as when seizing the opportunity to explain features of a display of black and white photographs. They are polite and considerate. They develop sound values and beliefs and have a keen sense of justice and fair play. Good teamwork is evident as pupils play music together and when competing in team games. Pupils' development is promoted within a safe, secure environment. Health and safety is assured by regular checks and daily vigilance and suitable child protection procedures are in place.

The school provides a wide range of learning opportunities which include a strong emphasis on the arts.

15 The school has been successful in maintaining a broad and balanced curriculum which includes a strong emphasis on the arts. All the subjects of the National Curriculum and religious education are taught for an appropriate amount of time. The new computer suite is used well in many curriculum areas to extend the range of learning opportunities available to pupils and to ensure that the curriculum is relevant to the needs of pupils in the modern world. The use of e mail to communicate with children in other parts of the world adds a realism to pupils' studies in geography and enables them to use their critical skills when comparing the text book's version of life in St Lucia with, for example, the facts contained in their e mails. This project helps pupils to understand the cultural differences between different peoples but their awareness of the rich cultural heritage within their own country is limited, though the school is addressing this issue successfully.

16 The school's strategies for teaching the basic skills of literacy and numeracy are highly effective and this enables pupils to gain access to other curricular areas. The school helps pupils to recognise their successes and this helps to develop self esteem. One pupil in Year 4, for example, asked if he could put a piece of work of which he was particularly proud, into his record of achievement folder. This confidence helps to develop pupils' personal development. Pupils produce high quality art work and the fabric collage fruits produced as part of their work on St Lucia were of a particularly high standard. Pupils draw accurately and paint with great sensitivity. The range of musical instruments played by the pupils is exceptional in such a small school. All aspects of the curriculum are treated seriously and all seem to have equal status. The whole school felt a sense of awe as the school orchestra played 'An English Country Garden' during an assembly at the end of the school day. Percussion instruments, flutes, violins, a recorder and a guitar were played together with great sensitivity and to a very appreciative audience. Spiritual and cultural development are further enhanced through good links with the local church and visits to such places as the London Synagogue and a Hindu temple.

17 A good range of after school sporting and cultural activities enrich pupils learning opportunities as do the wide range of educational visits designed to support studies in school. Carefully planned educational visits provide a wide variety of valuable learning experiences, such as the visit to the Museum of London, Tolsbury near Colchester as part of a history project on the Romans, Walton on the Naze and Harlow to compare and contrast different localities in geography. All pupils have equal access to all areas of the curriculum and pupils of all abilities, including those with special educational needs, benefit from appropriate provision.

18 Pupils have a clear understanding of right and wrong and are caring in their response to people who are less fortunate than themselves. They were eager to fill shoe boxes with suitable and carefully considered contents for the Bosnian appeal and have supported many charities, including research into diabetes which affects one of their number. Their spiritual, moral, social and spiritual development is of a high order.

The headteacher provides strong leadership and the school is very well supported by parents and governors.

19 The headteacher provides the driving force which contributes to the maintenance of high standards and the constant quest for further improvements. She provides the focus for the team of teachers, support staff, parents and governors who work successfully in partnership to provide high quality education for all the pupils in the school. Governors are particularly effective in monitoring and evaluating the work of the school. They make a series of regular visits when they focus on issues such as the effectiveness of the National Literacy Strategy. They write excellent evaluative reports which are shared with the full board. The governing body is largely successful in ensuring that it fulfils all statutory requirements. One minor exception is the omission in the annual report to parents of the progress which governors have made in resolving the key issues from the last inspection.

20 Parents are strongly supportive of the school and express high levels of satisfaction with the quality of education provided. Parents views are sought on school issues and taken into account when decisions are made. Parents are kept well informed about all school issues and curricular developments. The Parent and Friends Association works hard on behalf of the school and substantial sums are raised to support school developments. The headteacher is persistent in seeking funds from local commerce and industry to improve school resources. She has been highly successful and the school has been able to supplement the local authority's buildings programme so that a computer suite

and new library were incorporated into the developments. All grants and donations are used wisely to ensure that maximum benefit derives from funds. The school is successful in applying the principles of best value to its use of resources. A consortium of fifteen local schools share a finance officer and they combine to create a more powerful purchasing unit than could be achieved by any single school. The consortium also uses its combined resources to provide in-service training and support services at favourable rates.

21 The school produces a good school development plan which helps to prioritise areas for improvement. It is created after wide consultation with staff and governors and is reviewed annually. The plan ensures that finances are focused on providing the relevant resources and training to satisfy the priorities which have been identified. Initiatives are evaluated against clear success criteria which help the school to assess its progress.

WHAT COULD BE IMPROVED

The monitoring and evaluation of teaching and learning in order to identify areas for improvement are under developed

22 The school has begun to develop a teaching and learning policy designed to create improvements in the consistency and quality of teaching. The school has not yet developed a set of agreed criteria against which to evaluate the quality of teaching in order to build upon the strengths and identify areas for development. Much of the monitoring of teaching and learning conducted by the headteacher and curriculum co-ordinators is informal and does not lead to a clear proposals for improvement. There are no systems to ensure that strengths and weaknesses in teaching and learning are clearly identified so that plans for improvement can be produced and subsequent improvements can be monitored and evaluated.

The attention paid to the quality of the presentation of pupils' work is inconsistent.

23 Much of the work which pupils produce is beautifully presented on wall displays which incorporate high quality art and design alongside neat handwriting. A significant proportion of pupils' work is kept in exercise books with insufficient attention paid to neat presentation. Pages are left empty, work is undated, tasks remain unfinished and the quality of the production does not equate with pupils' capabilities. The absence of dates on samples of work in exercise books makes it difficult to assess progress over time. One exercise book is used for much of the work completed in history, geography and religious education which does not permit the quality of work completed in these subjects to be demonstrated clearly.

Short term learning targets designed to help pupils to improve their performance are not sufficiently developed.

24 Targets for learning are included in the front of exercise books to help pupils to understand the areas of learning which are to be covered each term. These targets are generic rather than specific to the learning needs of individual pupils. They only provide very broad guidance and neither pupils or their parents are involved in setting the targets. Their value in promoting learning is limited. There is no system which firstly helps pupils to understand their termly targets and then breaks these targets down into short-term learning steps.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards further the school should :

Further improve the quality and consistency of teaching by:

- completing an agreed teaching and learning policy which includes clear criteria against which to evaluate the quality of teaching across the school;
- using these criteria systematically to evaluate teaching in order to identify strengths upon which to build as well as areas for improvement.

Improve the consistency of the presentation of pupils' work by:

- paying greater attention to how the work which pupils produce might best be collected;
- involving pupils in considering how best to present their work;
- ensuring that work is properly completed, clearly dated and that exercise books are used efficiently.

Improve the quality of learning by:

- creating a system of setting challenging yet achievable targets which relate to pupils' specific learning needs;
- involving the pupils in setting their targets, monitoring their progress towards achieving their aims and in consequence re-defining further targets.

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	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
14	55	32	0	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	98
Number of full-time pupils eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y 6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	8

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.6

Unauthorised absence

	%
School data	1.0
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	11	6	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	6	6	6
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	94 (93)	94(93)	94 (93)
	National	82(80)	83 ([81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	6	6	6
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	94(100)	94(100)	94 (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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	7	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	7
	Girls	5	3	4
	Total	11	9	11
Percentage of pupils at NC level 4 or above	School	92 (93)	75 (87)	92 (100)
	National	70(65)	69 (59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	6
	Girls	4	3	2
	Total	10	8	8
Percentage of pupils at NC level 4 or above	School	83 (86)	67 (93)	67 (100)
	National	68(65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	98
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)	4.8
Number of pupils per qualified teacher	20.4
Average class size	24.5

Education support staff: Y[] – Y[]

Total number of education support staff	3
Total aggregate hours worked per week	44

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	1998-99
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	£
Total income	216 351
Total expenditure	224 739
Expenditure per pupil	2 294
Balance brought forward from previous year	39 951
Balance carried forward to next year	31 563

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	92
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	2	0	0
My child is making good progress in school.	72	24	1	0	2
Behaviour in the school is good.	83	17	0	0	0
My child gets the right amount of work to do at home.	54	41	4	0	1
The teaching is good.	84	14	0	0	1
I am kept well informed about how my child is getting on.	53	37	8	0	1
I would feel comfortable about approaching the school with questions or a problem.	71	28	0	0	1
The school expects my child to work hard and achieve his or her best.	88	12	0	0	0
The school works closely with parents.	52	36	7	1	4
The school is well led and managed.	89	11	0	0	0
The school is helping my child become mature and responsible.	81	17	1	0	1
The school provides an interesting range of activities outside lessons.	69	25	4	0	2

Other issues raised by parents

Parents are strongly supportive of the school and at the very well attended pre-inspection meeting for parents no adverse comments were voiced. The questionnaire reveals that some parents feel that the school does not work closely with them in providing for their children's education. Inspection findings indicate that the school is successful in forming strong links with parents and makes great efforts to foster a sense of partnership.