

INSPECTION REPORT

**ST MICHAEL'S CHURCH OF ENGLAND
PRIMARY SCHOOL**

Sandhurst

Bracknell Forest LEA

Unique reference number: 109973

Headteacher: Mr G Boulain

Reporting inspector: Mrs M E Cooper
15175

Dates of inspection: 12th to 13th February 2001

Inspection number: 192541

Short inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	St Michael's CE Primary School Lower Church Road Sandhurst Berkshire
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Appropriate authority:	The governing body, St Michael's CE School
Name of chair of governors:	Mr C Harris
Date of previous inspection:	20th January 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Michael's is a Church of England voluntary controlled primary school of average size, located on the outskirts of Sandhurst. It is a very popular school, with far more applications than places available each year. There are currently 224 boys and girls aged from four to 11. Of these, 32 children are in the Foundation Stage, including 21 in the youngest Reception class who attend on a part-time basis. The remaining 11 attend full-time and are in a mixed age class with Year 1 pupils. As the result of a national initiative to reduce the size of infant classes, all Year 1 and Year 2 pupils are also in mixed age classes. There are no pupils learning English as an additional language, nor any from non-European ethnic minority cultures. The proportion of pupils with special educational needs, including those with statements, is also below the national average. The social and economic circumstances of most families are very favourable. Children's attainment on entry to the school is wide-ranging but generally above average, although a significant minority of pupils show attainment well above average.

HOW GOOD THE SCHOOL IS

This is an effective school. Pupils make sound progress by the age of 11 and are well prepared for their future learning in the secondary phase. They attain above average standards by the end of Key Stage 2, and standards in English and mathematics that are well above average, although standards in science are average. Teaching and learning are both satisfactory overall, and good at Key Stage 2. The leadership and management of the school are sound, with many strong features. The school gives satisfactory value for money.

What the school does well

- Pupils' enthusiasm for school, and relationships with others, are excellent.
- Very high standards are attained in English and mathematics by the age of 11.
- Standards in science by the age of seven are well above average.
- The school promotes pupils' spiritual, moral and social development very well, and this contributes to the very high standards in pupils' attitudes, values and personal development
- The school has developed a very good partnership with parents which has a positive impact on their children's learning.

What could be improved

- The achievement of very able pupils, particularly in mathematics and science.
- The progress of pupils in the upper junior classes in science is unsatisfactory because the skills of scientific enquiry are not given sufficient emphasis.
- The curriculum for Reception children is not appropriately balanced, and this limits progress in some aspects of physical, social and creative development.
- The role of coordinators in raising standards, including in writing and mathematics, by the age of seven.

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 continued to build on its success under the leadership of a new headteacher, and has made satisfactory improvement since the previous inspection in January 1997. The school continues to provide a very good climate for learning, has maintained very high standards in English and mathematics at the end of Key Stage 2, and has further improved pupils' attitudes, behaviour and personal development. There has been satisfactory progress in the key issues for improvement identified in the previous report. The expertise of teachers, for example, has been developed in music and physical education, and improved schemes of work have been introduced for all the foundation subjects. Other developments include the addition of a new Reception classroom, the implementation of the National Strategies for Literacy and Numeracy, and procedures for monitoring the school's performance. The factors that contributed to the lower standards in Key Stage 1 national test results last year have been effectively addressed. The school shows a good capacity for improvement in the future.

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	B	A	A
mathematics	A	A	A	A
science	A	A	B	D

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

Standards overall in the 2000 national tests at 11 were well above average, and also above the average for similar schools. As the chart shows, science was relatively weak compared with English and mathematics. Standards over the last five years have improved broadly in line with the national trend although, in 2000, there was a significant improvement in English and a slight dip in science. The school exceeded its targets for pupils reaching Level 4 and above in English and mathematics. The evidence from inspection shows a similar picture. Standards in science are average, and not as high as in English and mathematics where standards are well above average. Results in the 2000 national tests at seven were not as good. Standards in reading were well above the national average, and average when compared with similar schools. Standards in writing were average, but below the average for similar schools. Standards in mathematics were well below the national average, and in the lowest five per cent when compared with similar schools. The Key Stage 1 results, particularly in mathematics, represent a significant deterioration since the previous year, but there were several contributory factors, including the absence of staff, which the school has addressed. The evidence from inspection shows an improving situation with standards in English and mathematics above average, and standards in science well above average. High quality work displayed around the school shows examples of good achievement in art and design, design and technology, and history. The quality of pupils' singing is of very high quality. Children at the Foundation Stage attain good standards in most areas of learning. However, the lack of suitable outdoor provision, and an inappropriate balance of the curriculum for Reception children in the mixed age class, limit their achievement in some aspects of physical, creative and social development. Overall achievement throughout the school is sound, although there is an improved rate of progress at Key Stage 2 where pupils achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are excellent. Pupils are enthusiastic about their experiences in school and show very high levels of interest and involvement in their learning.
Behaviour, in and out of classrooms	Pupils behave very well in lessons, in the playground, and around the school. They are friendly and courteous to others.
Personal development and relationships	Pupils respond very well to opportunities to use their initiative and take personal responsibility. Their respect for others, and the quality of relationships within the school, are both excellent.
Attendance	Well above average.

All of these factors assist the pupils' learning. A strong feature of pupils' relationships is the extent to which they relate well to each other, whatever their age. Thus, the youngest children approach older pupils with confidence, and older pupils help care for younger ones.

TEACHING AND LEARNING

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

Teaching is satisfactory overall, but good at Key Stage 2. As a result, pupils make sound progress from entry to the school and good progress at Key Stage 2. In the lessons seen, teaching was at least satisfactory in 94 per cent and very good or excellent in 28 per cent of lessons. Teaching was unsatisfactory in six per cent of lessons. Although both teaching and learning were good in two-thirds of lessons seen during the inspection, both are judged to be satisfactory overall in the longer term. This is because of the variation between subjects depending on each teacher's areas of expertise. As a result, pupils' achievement is not consistently good across all subjects each year, although many make very good progress in certain subjects. This was seen, for example, in the progress made by Year 2 pupils in science, and Year 6 pupils in English. In lessons where teaching was unsatisfactory (six per cent), work was not matched closely enough to pupils' differing levels of attainment so that a few pupils did not make sufficient progress within the lesson.

Strengths of good and very good teaching include high quality planning and very skilful management of pupils so they are interested, confident and attentive, and work at a good pace. Pupils with special educational needs are taught well. Teachers plan work carefully to meet the needs of less able pupils and those with special educational needs, and make very good use of teaching assistants to ensure effective learning. Although account is taken of the differing learning needs of pupils, teachers do not always have high enough expectations of the very able. As a result, their work is not always sufficiently challenging and the rate at which they acquire skills, knowledge and understanding is inconsistent, particularly in mathematics and science. Teaching of both literacy and numeracy is satisfactory at the Foundation Stage and Key Stage 1, and good at Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and rich curriculum that is enhanced by visits, special events and visitors to the school. The curriculum meets statutory requirements at Key Stages 1 and 2, although development in some aspects of mathematics and science has not been fully completed. There are some shortcomings in the provision for Reception children, notably in outdoor provision.
Provision for pupils with special educational needs	The school makes good provision for children with special educational needs, including those who have statements of special educational need. Teaching assistants are used well and contribute to the good progress that pupils make towards the targets on their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	A strong emphasis is given to spiritual, moral and social development which the school promotes very well. Cultural development is sound. Pupils are taught to appreciate their own cultural traditions, but have limited opportunities to value the diversity and richness of other cultures.
How well the school cares for its pupils	St. Michael's is a very caring school where pupils are valued and respected. They are given high quality support and guidance, and careful attention is paid to their health and safety. The high level of pastoral care is a strong feature of the school. Each pupil is known personally to the headteacher, and adults have very good relationships with children. Use of assessment information does not ensure that all pupils make sound progress in mathematics and science.

The National Literacy Strategy and the National Numeracy Strategy have been implemented effectively and there has been improvement in the planned curriculum. Residential trips have a notable impact on pupils' personal

development, as well as other learning, and are a very strong feature of the school's work. There are also very good links with the Bracknell Business Partnership through which groups of pupils are given enrichment and problem solving activities. The school has already identified and made plans to address the shortcomings in outdoor provision for Reception children. There are also shortcomings in the balance of the curriculum for Reception children in the mixed age class. Another strong feature is the extent to which the school welcomes parents and works in partnership with them to help pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and effective leadership, with appropriate support from the senior management team and coordinators. However, the role of subject co-ordinators in monitoring standards and progress is not sufficiently developed.
How well the governors fulfil their responsibilities	The governing body makes a good contribution to the work of the school. Governors are active, and well informed about the school's strengths and weaknesses. They give strong support to the headteacher, and fulfil their responsibilities well.
The school's evaluation of its performance	The school reviews its own performance satisfactorily through monitoring teaching, and analysing the results of national and other tests. Appropriate priorities are identified for development in order to raise standards further.
The strategic use of resources	The school's educational priorities to improve pupils' learning opportunities are supported well through careful financial planning.

The headteacher has a very clear vision for the school and ensures its purposeful educational direction. He is well supported by able teaching and support staff who work well together as a team to provide a very positive learning climate for pupils. A strong feature of management is the very good relationships between everyone involved in the work of the school, and the shared commitment to improvement. There are some shortcomings in roles within the management structure. The senior management team lacks expertise in Early Years education, and the role of the subject co-ordinators is underdeveloped. As a result, current arrangements do not ensure an appropriately balanced curriculum within each subject and area of learning or that all pupils, notably the highest attainers, achieve satisfactorily in every subject. The school seeks to obtain good value for money when making financial decisions, and has appropriate plans to spend the current budget surplus to extend learning resources, particularly in science and information and communication technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy coming to school. • The teaching is good. • Pupils behave well. • Children are expected to work hard and achieve their best. • The school helps children become mature and responsible. 	<ul style="list-style-type: none"> • How well they are informed about their children's progress. • The range of activities outside lessons. • The amount of homework. • The extent to which the school works closely with parents.

The inspection team agrees with the very positive views the parents hold of the school. The team does not agree with some who feel that they are given insufficient information about their children's progress. However, the school is planning to respond by consulting with parents about an additional open evening. The team found the range of activities outside lessons to be satisfactory. There are contrasting views from parents about whether there is too little or too much homework, but the inspectors judge it to be satisfactory. The team found the extent to which the school works with parents to be a strength.

At the parents' meeting, parents expressed very positive views about the work of the school. A few concerns were raised by parents in writing, most of which were not supported by evidence from inspection, although the team agree that some pupils have not achieved their full potential in mathematics. A significant number of parents wrote comments to show their high regard for the school. For example: "I have had two children attend St. Michael's School. Both have flourished. We feel privileged to be part of such a caring, loving, professional environment."

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' enthusiasm for school, and their relationships with others, are excellent

1. Pupils' attitudes, values and personal development are strengths of the school, and have a positive effect on the progress they make. Pupils enjoy coming to school and are enthusiastic about the opportunities and experiences provided. As one parent commented: "They are very keen to come to school but not so keen to come home." This is seen during lessons in the speed at which they prepare for activities, and the confidence and diligence with which they approach their tasks. They are proud of their school and also take pride in their own efforts, and this is demonstrated in the quality of handwriting and presentation seen in much of their work.

2. Relationships at all levels are excellent, between pupils and their classmates, between older and younger pupils, and between pupils and adults, including visitors to whom pupils are friendly, helpful and courteous. The respect pupils show for the feelings, values and beliefs of others is outstanding. They collaborate very well with others when given the opportunity, as seen when Year 5 pupils worked effectively in groups to develop gymnastic sequences in a physical education lesson. Pupils' consideration towards others is also seen in the ways in which they move around the school and play in the playground. Younger children show confidence in approaching older pupils, and older pupils treat younger children sensitively. Older pupils, for example, help take care of younger ones when the whole school goes on a theatre visit together.

Pupils achieve very high standards in English and mathematics by the age of 11

3. In last year's National Curriculum tests at the age of 11, pupils attained standards in both English and mathematics that were well above the national average, and also well above the average for similar schools. The evidence from inspection shows a similar picture. Children enter the school with above average attainment in their communication, language and literacy skills and in their mathematical development. Good teaching in English and mathematics enables them to build on this attainment so they achieve well as they progress through the school. The current Year 6 pupils are on course to attain well above average standards in this year's national tests.

4. In English, pupils talk and listen with confidence in an increasing range of contexts, using well-chosen vocabulary to develop their ideas thoughtfully and accurately. Most use features of standard English vocabulary and grammar in appropriate situations. They show understanding of significant ideas and themes in reading texts such as a story by Arthur Conan Doyle, and use deduction and inference effectively. Writing is lively and thoughtful and well organised in a range of forms including story, letter, diary and report. Pupils convey and develop their ideas clearly in complex sentences. A significant minority demonstrate high standards in spelling, punctuation and presentation. There are some good examples of learning in other subjects being used well to promote literacy. This was seen, for example, in Year 6 work in history when pupils wrote in role as Second World War evacuees. In mathematics, Year 6 pupils are very adept at working with the four rules of number and use mental strategies well to apply their numeracy skills to problems. They achieve well in their work on shape, space and measures, and demonstrate an advanced understanding of angles and data handling for their age. This was seen, for example, in their interpretation of line graphs and very good knowledge of probability. Higher attainers work confidently with negative numbers and can apply this to temperature. Their skills in working with decimals, fractions and percentages are well above the levels expected for their age. However, standards in using and applying mathematics are not as high

because higher attaining pupils are not given sufficient opportunities to identify and obtain their own information. Opportunities to promote mathematical skills in science are underdeveloped.

Standards in science by the age of seven are well above average

5. Well above average standards in science were demonstrated in a Year 2 lesson on forces and movement in which pupils explored what happens when a variety of cars are allowed to run down three ramps sloped at different angles. Pupils were able to make predictions about which car would travel the furthest, and explain their reasons related to features such as the weight of the car. Higher attainers understood the importance of a fair test. Pupils measured the results accurately and recorded the information on graphs. They showed considerable capacity to recognise and explain the patterns that emerged, and also gave lucid explanations of gravity. Pupils' work in this lesson showed standards well above average, both in investigative skills and in their knowledge and understanding of physical processes. Scrutiny of pupils' work shows that they make good progress in this subject at Key Stage 1 across the science curriculum including, for example, their work on life processes and living things. This is due to the good quality of the teaching and learning in the subject. By the age of seven the pupils show extensive knowledge and understanding of the differences between animals and plants, and differences to be found between different animals and between humans. They know that some foods are more beneficial than others, categorise foods into fats, carbohydrates and proteins, and design a balanced meal. Whilst studying these topics they demonstrate the skills of observing, using mathematics in their recording, and searching for patterns.

The school promotes pupils' spiritual, moral and social development very well, and this contributes to the very high standards in pupils' attitudes, values and personal development

6. Spiritual development is promoted very well through assemblies, including opportunities for reflection, through the pupils' work across the curriculum, including religious education, and through the Christian values which underpin the life and work of the school. Teachers take good account of pupils' spirituality when planning lessons. A good example of this was seen in a Reception class lesson in which the children compared modern day toys with those from the past. The teacher used this opportunity well to inspire a feeling of wonder at the age and personal value of a china doll and Bible from the past.

7. The extent to which the school promotes moral development is demonstrated by the very high standards of pupils' behaviour. A system of rewards and sanctions is applied consistently and, as a result, pupils are familiar with, and follow, the school rules. They understand and can discuss the difference between right and wrong. They treat both adults and their peers with consideration and respect, and there is no bullying. Parents value the school's success in helping their children become mature and responsible. Pupils' social development is promoted in a range of ways including opportunities to work with others in lessons, raise money for charities, and visit elderly people in a retirement home. Key Stage 2 pupils take part in a school council which takes account of the views of others, including younger children. Opportunities that are planned for Year 6 pupils on residential trips make a considerable contribution to many aspects of their personal and social development.

8. The high standards in pupils' attitudes, values and personal development that result from this very good provision have a beneficial effect on the quality of pupils' learning and the progress that they make.

The school has developed a very good partnership with parents which has a positive effect on their children's learning

9. The school works hard to develop its partnership with parents, and the parents respond very well to the opportunities provided to support the work of the school and their own children's learning. The great majority have signed home-school agreements and hold the school in very high regard. Parents commend the ethos of the school in which their children are valued and respected, yet are also expected to achieve in their academic studies. They appreciate the values which underpin the school's approaches, and which put a strong emphasis on pupils' personal as well as educational development. The school has an 'open door' policy, which is valued by parents, who feel comfortable about approaching the headteacher and other staff with their concerns.

10. Their contribution to the work of the school and to children's learning, both at school and at home, has a positive impact on pupils' achievements. An active Parents' Association fosters social links between parents and teachers, and also raises substantial sums, which have a very positive effect on the range and quality of resources and learning opportunities available for pupils. Parents support their children with their homework, accompany classes on school visits, and many provide voluntary help in school. Parents of children with special educational needs provide support at home to help their children reach the targets on their individual education plans. The recent 'bug-busting' initiative is a good example of how school and parents work well together for the benefit of pupils.

11. The homework policy plans for increasing amounts of homework as pupils progress through the school, and a contact book for pupils in Key Stage 2 gives opportunities for parents to comment on the homework. Although a minority of parents are not satisfied with the quantity of homework given to their children, some express the view that they would prefer less homework, especially for the younger pupils. It is unclear whether others feel there is too much or too little, but the inspection team considers the policy to be appropriate. Very good information is provided about the work of the school and about pupils' progress. Parents are also informed about what their children will be studying. Two pupils' reports are provided each year and these are of high quality. They are clear, evaluative and indicate areas for improvement. There are also open evenings, half-termly newsletters, and regular curriculum evenings. However, some parents would like more information about their children's progress, and the school is planning to respond by consulting with parents further over this issue, with a view to providing an additional open evening each year.

WHAT COULD BE IMPROVED

The achievement of very able pupils, particularly in mathematics and science

12. In the core subjects of English, mathematics and science, teachers plan tasks for at least three levels of ability within each class. Work is matched well to the needs of most pupils, particularly with the high quality support provided for lower attaining pupils by teaching assistants and, in English, the coordinator for special educational needs. In some classes, a few pupils join an older year group in English and mathematics lessons although this strategy for meeting the needs of the very able pupils cannot be used for Year 6 pupils. Additionally, the headteacher provides extension work for some pupils in Years 5 and 6. However, these approaches are not entirely effective. The work planned for the highest attaining pupils is not consistently pitched at a sufficiently challenging level in mathematics and science. As a result, they underachieve in these subjects.

The progress of pupils in the upper junior classes in science is unsatisfactory because the skills of scientific enquiry are not given sufficient emphasis

13. Pupils at Key Stage 1 achieve well in science and attain well above average standards by the age of seven, but this is not maintained at Key Stage 2. In implementing the Qualifications and Curriculum Authority's scheme of work for science in the upper junior classes, undue emphasis is given to pupils making gains in scientific knowledge from the National Curriculum programmes of study, and insufficient account taken of the skills of scientific enquiry. As a result of this shortcoming, standards overall by the age of 11 are average in science, and pupils' achievement is unsatisfactory at Key Stage 2. Insufficient opportunities are provided for pupils to make gains in their investigate skills. Thus, they do not generate their own approaches to answer questions, select their own equipment, or understand the need to change one variable while keeping others constant. They show limited capacity to predict, conclude, and interpret patterns in their data. In contrast, however, pupils demonstrate above average scientific knowledge, especially in physical processes.

The curriculum for Reception children is not appropriately balanced, and this limits progress in some aspects of physical, social and creative development

14. There are weaknesses in the breadth and balance of the curriculum provided for Reception children. The lack of an appropriate outdoor space, dedicated for children at the Foundation Stage and suitably resourced with large play equipment and toys, constrains the opportunities provided for their physical, social and creative development. This matter has already been identified by the school and plans are in hand to convert the space outside the new Reception classroom.

15. The curriculum for children in the youngest Reception class is planned appropriately to promote progress in the six areas of learning recommended for children at the Foundation Stage. In the next class, the task of planning an appropriate curriculum for all pupils is made more difficult by having a combination of Reception children at the Foundation Stage and Year 1 pupils at Key Stage 1. The class teacher takes care to ensure that provision for the Reception children includes elements from the Qualifications and Curriculum Authority's guidance for children at the Foundation Stage. However, planning puts greater emphasis on the needs of Year 1 pupils and, in some lessons, insufficient distinction is made between planning for the two year groups. Although Reception children in the mixed age class respond well, there are shortcomings in the balance of the curriculum provided for them. Limited opportunities for practical, creative and independent learning have an adverse effect on some aspects of their creative, personal and social development.

The role of co-ordinators in raising standards, including in writing and mathematics, by the age of seven.

16. The headteacher plays a key role in monitoring the work of the school and identifying priorities for development. He observes teaching, scrutinises pupils' work, checks planning, and analyses the information from national and other standardised tests. Subject co-ordinators take responsibility for developing policy documents, monitoring resources and consulting with the headteacher on areas for development. They also give guidance to colleagues. There are examples in core subjects of co-ordinators monitoring standards. In English, for example, the joint co-ordinators scrutinise pupils' writing throughout the school and give guidance to colleagues on accurate assessment.

17. However, the co-ordinators' role is underdeveloped. As a result, there are variations between classes in the balance of each subject, and in the progress made by pupils of differing abilities. In Year 2, in mathematics, for example, pupils achieve very well in data handling and in shape, space and measures, but less well in numeracy. This is because insufficient emphasis is given to practising quick recall of number bonds and to opportunities for pupils to explain and extend the mental strategies they use.

18. There is also variation in the quality of planning. The best examples of lesson planning are where individual teachers have considerable subject expertise. This is seen, for example, in Year 2 science and in Year 6 English, where high quality planning contributes to the very good rate of progress pupils make in these lessons. Insufficient use is made of teachers' specialist expertise to extend the best practice more widely throughout the school. The arrangements for co-ordinators to monitor achievement in their subjects are also underdeveloped. Without systematic procedures to monitor the standards and progress of all groups of pupils, co-ordinators are not sufficiently well informed to contribute effectively to identifying strengths and weaknesses in provision and planning priorities for further development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. In order to continue to improve, the governors, headteacher and staff should now:

1. Raise the achievement of very able pupils, particularly in mathematics and science by:

- increasing teachers' knowledge and understanding in these subjects;
- making better use of assessment information to make sure that work is sufficiently challenging for the complete range of ability within each class.

2. Raise achievement in science at Key Stage 2 by planning more systematically in the upper junior classes to develop the skills of scientific enquiry.

3. Improve the breadth and balance of the curriculum for Reception children by:

- implementing the plans already made to provide an enclosed outdoor area, suitably resourced, in order to extend opportunities for children's physical, social and creative development;
- providing a curriculum for all Reception children that takes full account of Qualifications and Curriculum Authority guidance on provision in each of the six areas of learning at the Foundation Stage.

4. Raise standards and achievement further, including in mathematics and writing at Key Stage 1, by strengthening the role of subject coordinators so that they:

- monitor the breadth and balance of their subjects throughout the school;
- monitor the standards and progress made by pupils of all abilities;
- identify strengths and weaknesses in their subjects and plan future development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
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
6	22	39	28	6	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons. The table does not total 100 because each figure has been rounded to the nearest one per cent.

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)	210.5
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	34

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	10
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%
School data	3.6
National comparative data	5.4

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	22	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	8
	Girls	20	19	19
	Total	29	28	27
Percentage of pupils at NC level 2 or above	School	91 (94)	88 (94)	84 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	8	9
	Girls	20	18	20
	Total	29	26	29
Percentage of pupils at NC level 2 or above	School	91 (94)	81 (100)	91 (100)
	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	13	20	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	19	18	19
	Total	31	31	32
Percentage of pupils at NC level 4 or above	School	94 (88)	94 (88)	97 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	18	18	18
	Total	29	30	30
Percentage of pupils at NC level 4 or above	School	88 (81)	91 (88)	91 (84)
	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	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	189
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: Y[] – Y[]

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	23.4
Average class size	26.3

Education support staff: Y[] – Y[]

Total number of education support staff	10
Total aggregate hours worked per week	127

Financial information

Financial year	1999-2000
	£
Total income	387812
Total expenditure	364491
Expenditure per pupil	1572
Balance brought forward from previous year	11279
Balance carried forward to next year	34600

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	224
Number of questionnaires returned	142

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	37	2	1	0
My child is making good progress in school.	43	46	6	1	3
Behaviour in the school is good.	54	44	1	0	1
My child gets the right amount of work to do at home.	42	41	12	2	4
The teaching is good.	61	37	1	1	1
I am kept well informed about how my child is getting on.	35	41	18	4	3
I would feel comfortable about approaching the school with questions or a problem.	66	30	4	0	1
The school expects my child to work hard and achieve his or her best.	69	28	1	0	1
The school works closely with parents.	42	46	11	0	1
The school is well led and managed.	55	41	1	1	1
The school is helping my child become mature and responsible.	56	41	1	0	2
The school provides an interesting range of activities outside lessons.	29	47	12	4	8

Other issues raised by parents

The following matters were commented upon by more than one parent:

- Concern about a change in class teacher in the middle of the year.
- The educational and social impact mixed age classes have had on children.
- Some children do not make enough progress in mathematics.
- Concern about the limited time made for physical education.