

INSPECTION [E1]REPORT

St. Gilbert's Church of England Primary School
Stamford

LEA area : Lincolnshire

Unique Reference Number : 120543

Headteacher : Mrs S. Bewick

Reporting inspector : Mr Colin Henderson
23742

Dates of inspection : 11th – 14th October 1999

Under OFSTED contract number: 707581

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

Type of control : Controlled

Age range of pupils : 4 to 11

Gender of pupils : Mixed

School address : Foundry Road
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Appropriate authority : Governing Body

Name of chair of governors : Reverend N. Russell

Date of previous inspection : 29th April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Colin Henderson, Rgl	Information and communication technology Religious education Geography Physical education	Attainment and progress Teaching Leadership and management
Jenny Mynett, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Susan Diver	English Music Special educational needs	The efficiency of the school
Angela Fraser	Science Art Under fives	Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources
Sonia Bosworth	Mathematics Design and technology History Equal opportunities	Curriculum and assessment

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The Office for Standards in Education
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What the school does well

- Attainment in English, mathematics and science is above national averages.
- Teaching is of a consistently good quality throughout the school.
- Literacy and numeracy skills are well taught and these contribute significantly to achieving high standards.
- Pupils behave well and have a positive, enthusiastic attitude to their work.
- Relationships are of a very high quality throughout the school. There is a very good, supportive and caring ethos.
- The school provides a good, well planned curriculum for all of its pupils. It is supported well by very good assessment procedures.
- The provision for pupils' moral and social development is very good.
- The school's partnership with parents is good. It has good links with the community.
- The school is managed well. The new headteacher, supported by an effective senior management team and an influential governing body, is building successfully on a well established team approach to provide positive direction to the school.

Where the school has weaknesses

- I. Standards in information and communication technology are below expectations.
- II. Procedures for monitoring and evaluating teaching and learning are not effectively established for all subjects.
- III. Procedures are not developed to evaluate formally the effectiveness of spending decisions

§ **This is a school with many strengths - it has few weaknesses. The school has already identified some of these weaknesses, particularly those relating to improving standards in information and communication technology. These, together with other weaknesses, will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.**

How the school has improved since the last inspection

The school responded positively to its last inspection and has made sound progress on most of the issues identified. It has clearly maintained the enthusiasm of the staff in developing the quality of education. Very good use is being made of assessment information to identify the strengths and weaknesses of individual pupils. This is being used to set appropriate targets for improvement which are contributing to raising standards. Higher attaining pupils are generally being more effectively challenged, although this is not consistently achieved in all classes. Curriculum policies and guidance are now provided in all subjects. Subject monitoring and co-ordination have been improved, involving senior staff and members of the governing body with increasing effectiveness. The role of subject co-ordinators has yet to be developed fully to include their full involvement. Procedures to develop more formal systems for monitoring expenditure have yet to be established. Effective target setting and consistently good teaching are combined with a good curriculum and very good assessment procedures. This means that the school is well placed to make further improvements.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
			<i>average</i>	<i>C</i>
			<i>below average</i>	<i>D</i>
			<i>well below average</i>	<i>E</i>
English	B	D		
Mathematics	A	B		
Science	C	D		

This information shows that standards in mathematics were well above national averages in 1998. They were above the average of similar schools, ie those which have a similar percentage of pupils entitled to free school meals. Standards in English were above the national average but below average compared with similar schools. Attainment in science was in line with the national average. It was below average compared with similar schools. At Key Stage 1, 1998 national test results show that standards were well above the national average in writing, above in reading and in line with the national average in mathematics. Inspection evidence shows that attainment at the end of Key Stage 2 is well above the national average in mathematics. It is above average in English and science. Standards at the end of Key Stage 1 are above the national average in English, mathematics and science. Consistently good quality teaching, supported by effective implementation of the school's strategies for literacy and numeracy, is promoting higher standards. Attainment in information and communication technology is below expected standards in both key stages. Standards in religious education are in line with expectations in the locally agreed syllabus at Key Stage 1. Standards are above expectations at Key Stage 2. Good teaching enables children to attain standards at the age of five which exceed those expected nationally in most areas of learning, particularly language, literacy and mathematics.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Sound	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Sound in the few lessons observed. Unsatisfactory overall as skills are not taught consistently.	
Religious education		Good	Good
Knowledge and understanding of the world	Good		
Other subjects	Good	Good in art, design and technology and physical education. Good in music at Key Stage 2. Insufficient evidence to make overall judgements in history, geography and music at Key Stage 1.	

Teaching is sound or better in 100 per cent of lessons. It is good in 47 per cent and very good in a further 15 per cent of lessons. The consistently high quality of teaching has been

maintained since the last inspection and is a significant factor in promoting high standards.

Inspectors make judgements about teaching in the range: excellent; very good; good; sound; unsatisfactory; poor; very poor. 'Sound' means that strengths outweigh any weaknesses.

Other aspects of the school

Aspect	Comment
Behaviour	The standard of pupils' behaviour is good both in lessons and around school.
Attendance	Attendance is very good and well above the national average. A prompt and efficient start is made to the school day.
Ethos*	Very good. Pupils have a positive approach and work enthusiastically. Very good relationships promote good personal development of pupils.
Leadership and management	The school is well managed. The new headteacher is working closely with supportive senior management and an active and influential governing body. They are building effectively on a strong team approach focused on trying to raise standards even higher.
Curriculum	Good throughout the school. Planned well to meet pupils' needs except in information and communication technology where opportunities are limited for developing pupils' skills. Very good assessment procedures with information being used very well to inform future teaching plans.
Pupils with special educational needs	Good provision. Pupils are supported well, particularly when withdrawn for specialist teaching. They make good progress towards their learning targets.
Spiritual, moral, social & cultural development	Provision is very good for moral and social development. It is good for spiritual and cultural. This provision contributes well to the school ethos.
Staffing, resources and accommodation	Adequate staffing levels overall. Support staff used well to support language and literacy, although limited support for children under five. Accommodation sound with good displays of work. Resources adequate, although those for information and communication technology are not used fully.
Value for money	The school gives good value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> • Their children are happy and enjoy school. • Good standards of behaviour. Children know what is expected of them. • Teachers are generally kind and caring and approachable. • They are kept well informed about their children's progress and what is happening in school. • Parents are encouraged to help with their children's learning. 	<ul style="list-style-type: none"> • Some inconsistency in the use and • The school does not always receive special educational needs. • Congestion difficulties at the start and

· Parental responses from 57 questionnaires (23 per cent) and the 20 parents (8 per cent) who attended the meeting were very supportive. Inspectors' judgements confirm the parents' positive views of the school. Homework is generally used effectively to support class work. The school has effective screening and assessment procedures for pupils with special educational needs and makes good use of specialist agencies when necessary. There was little evidence of difficulties caused by congestion during the inspection.

· **Key issues for action**

To improve the effectiveness of the school, the headteacher, governors and staff should:

- raise pupils' standards in information and communication technology by:
 - improving teachers' subject knowledge;
 - ensuring frequent opportunities for all pupils to improve skills and use them in other subjects;(paragraphs 8, 14, 111, 112, 115)
- establish formal procedures to evaluate the effectiveness of spending decisions;
(paragraphs 52, 68)
- improve the quality of monitoring and evaluation procedures to ensure all pupils are consistently challenged to extend and apply their skills, knowledge and understanding.
(paragraphs 52,54)

In addition to the key issues above, the school should consider ensuring that pupils' access to the curriculum is not significantly affected by frequent withdrawal for support activities. This is indicated in paragraph 35.

§ Introduction

§ Characteristics of the school

1. St. Gilbert's Church of England Primary School is situated north-west of the centre of the historic town of Stamford. There are currently 324 pupils on roll (167 boys and 157 girls). This is larger than average for a school of this type and larger than at the time of the last inspection. The school serves a mixed community, housed mainly in council or owner-occupied accommodation. It reflects the ethnic composition of the town with only 1.5 per cent of pupils coming from homes where English is an additional language. The percentage of pupils entitled to free school meals (1.2 per cent) is well below the national average. There are 74 pupils (23 per cent) on the school's register of special educational needs, which is above the national average. Eighteen of these are on Stages 3 to 5 of the register with three having a statement of need, which is below average.
2. The school does not have a nursery and receives children under five from different local nurseries and playgroups. Attainment on entry varies greatly with a significant number of children having above average literacy and numeracy skills. Their skills in speaking and listening and in personal and social aspects are less well developed. Assessment data indicates that attainment on entry to the school is very wide and, overall, is broadly in line with nationally expected standards at the age of four. The school has a clear vision statement which is sent to all parents and provides positive direction to all aspects of its work. Its mission "Together we grow to learn, we learn to grow together" is developed in more detail to ensure that all individuals are valued. They apply themselves to reach high standards; they work in an atmosphere of respect and trust and appreciate the achievements of others. The school received a positive report from its last inspection. The key issues identified for development included: maintaining staff enthusiasm, carrying out identified development plans on co-ordinating and monitoring the curriculum, completing written policies and guidance for all subjects, making better use of assessment information, a more consistent challenge for more able pupils and establishing more formal systems for monitoring expenditure.
- 2.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	24	24	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	23	22	22
	Girls	24	24	24
	Total	47	46	46
Percentage at NC Level 2 or above	School	98(92)	96(95)	96(95)
	National	79(80)	83(81)	86(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	22	23	21
	Girls	24	23	22
	Total	46	46	43
Percentage at NC Level 2 or above	School	96(92)	96(84)	90(100)
	National	82(81)	85(77)	87(86)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	25	19	44

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	21	21	23
	Girls	16	16	17
	Total	37	37	40
Percentage at NC Level 4 or above	School	84(77)	84(79)	91(79)
	National	70(65)	69(65)	78(72)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	17	19	19
	Girls	17	16	16
	Total	34	35	35
Percentage at NC Level 4 or above	School	77(74)	80(72)	80(74)
	National	68(65)	69(65)	75(72)

2. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	3.7
	National comparative data	5.7
Unauthorised Absence	School	0.2
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	15
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

2. Educational standards achieved by pupils at the school

2. Attainment and progress

3. Children show a broad range of attainment on entry with a significant majority of children under five joining reception classes with levels of skill, knowledge and understanding that are in line with national expectations. There are 46 children in the reception classes, only six of whom are already five. At the time of the inspection the children had been in school for just five weeks. Although some children have above average skills in literacy and numeracy, their skills in speaking and listening and in personal and social development are not so well developed. Most children settle quickly into school routines and relate well to adults and other children. Some individuals have difficulty sharing equipment and playing with the others. By the time they are five most children are expected to exceed the nationally expected outcomes in language and literacy, mathematics, knowledge and understanding of the world and creative development, and to reach expected outcomes in personal, social and physical skills.
4. At the end of Key Stage 1 the results of the 1998 national tests show that attainment in reading was above the national average. It was well above the national average in writing. Compared with similar schools, writing standards were above average, reading skills below average. The school has maintained high standards in writing over the last few years and since the last inspection. Standards in reading are lower than at the time of the last inspection, although still above the national average. The attainment of girls in both reading and writing over the last three years has been very high in comparison with the national average. The performance of boys has been above average in writing and close to the national average in reading. The results of the 1999 tests show an improvement on the previous year. The school met its challenging target of 98 per cent of pupils achieving Level 2 and exceeded its realistic target of 24 per cent of pupils achieving the higher Level 3. Inspection evidence confirms that attainment at the end of Key Stage 1 is above average in reading and well above in writing. Pupils' speaking and listening skills are also above national expectations.
5. At the end of Key Stage 2, the results of the 1998 national tests show that attainment in English was above the national average, although it was below average compared with similar schools. Standards are lower than reported at the last inspection, although they are above the national average. National test results over the last three years show that girls attain standards well above average and boys achieve above average standards. The results of the 1999 tests show an improvement on the previous year's results. The school exceeded its realistic targets of 78 per cent of pupils achieving Level 4 and 23 per cent of pupils achieving Level 5. Inspection evidence confirms that attainment in English at the end of Key Stage 2 is above average in reading and speaking and listening. It is well above average in writing. Pupils' literacy skills are developed well. The school successfully uses its literacy strategy to focus on specific literacy skills, for example phonic work, and these are used well to support work in other subjects.
6. The results of the 1998 tests show that standards in mathematics at the end of Key Stage 1 were broadly in line with the national average. They were below average compared with similar schools. The number of pupils achieving the national expectation of Level 2 was above average. The number of pupils achieving the higher Level 3 was below average. Test results over the last three years show that standards have been

above the national average. The performance of girls is above average and the standards achieved by boys have been close to the national average. The results of the 1999 test show an improvement on last year. The school exceeded its challenging targets of 94 per cent of pupils to achieve Level 2 and 23 per cent to achieve Level 3. The results of the 1998 national tests at the end of Key Stage 2 show that standards were well above the national average and above average compared with similar schools. The number of pupils achieving the national average of Level 4 and the higher Level 5 were well above average. Test results over the last three years show that attainment has remained well above the national average. The performance of girls is well above average and boys achieve above average standards. The 1999 test results show a significant improvement on last year. The school exceeded its challenging targets of 83 per cent of pupils to achieve Level 4 and 32 per cent to achieve Level 5. Inspection evidence shows that attainment in mathematics is well above the national average at the end of Key Stage 2. Pupils' numeracy skills are above average and they use these skills well in some classes to solve challenging mathematical investigations and to promote standards in other subjects, for example science. The successful implementation of the National Numeracy Strategy by the school, supported by consistently good quality teaching, has promoted high standards.

7. Standards in science have improved since the last inspection. The 1998 Key Stage 1 teacher assessments in science show that standards overall were very high compared with the national average for the number of pupils achieving Level 2. They were very low compared with the number of pupils achieving Level 3. The 1999 teacher assessments show that standards have improved since last year and the school exceeded its realistic target of 75 per cent of pupils to achieve Level 2. Its target for the number achieving Level 3 (0 per cent) was not sufficiently challenging and was exceeded significantly. The 1998 national test results show that standards in science at the end of Key Stage 2 were broadly in line with the national average and below average compared with similar schools. Standards over the last three years have been above the national average. The performance of girls has been well above the national average and boys' standards have been above. The 1999 test results are an improvement on last year's. The school exceeded its realistic target of 83 per cent of pupils to achieve Level 4 but it did not achieve its challenging target of 28 per cent to achieve Level 5. Inspection evidence confirms that standards at the end of both key stages are above national averages. Attainment in investigational aspects of science is not so high. It is in line with national expectations as curriculum planning does not clearly identify how higher skills are to be developed.
8. Attainment in information technology is below nationally expected standards at the end of both key stages and has not improved since the last inspection. Pupils' skills are not developed well in all required aspects, for example control technology. Where pupils are beginning to improve their skills, for example in aspects of word processing, they do not get sufficient opportunities to use and extend them to support work in other subjects.
9. Attainment in religious education has been maintained since the last inspection. Standards are in line with those outlined in the locally agreed syllabus at the end of Key Stage 1. They are above expected standards at the end of Key Stage 2, particularly in pupils' knowledge and understanding of Christianity and of other religions. Good quality teaching and the effective use of religious artefacts promote pupils' knowledge and understanding.
10. Almost a third of the 46 reception children enter school with a readiness to learn and are

making good progress, particularly in number and the early skills associated with reading and writing. Children enjoy looking at books and listening to stories. They recognise their own names and are making very good progress in developing their early writing skills. Numeracy skills are developed well through number rhymes and through designing simple repeating patterns. Children make good progress in developing their knowledge and understanding of the world through looking at big books, for example of 'the human body', and walking around the school in small groups. They make sound progress in creative development and in physical development.

11. At Key Stage 1, pupils make sound progress in speaking and listening and in reading. They make good progress in writing, particularly in developing their handwriting, and in their spelling and accurate use of capital letters and full stops. At Key Stage 2, pupils make good progress in all aspects of English. Speaking and listening skills are developed well. Teachers use opportunities consistently to extend pupils' knowledge and use of specific terminology and vocabulary, for example to encourage Years 5 and 6 pupils to use 'persuasive argument' in English. The emphasis on phonics, which teachers develop effectively through the school's literacy strategy, positively affects pupils' progress, particularly in reading. Sustained practice over time contributes well to pupils' progress in spelling and handwriting. Good quality teaching, together with work being carefully matched to prior learning, promotes progress in developing pupils' literacy skills. Progress is enhanced further by using these skills to promote standards in other subjects; for example, Years 3 and 4 pupils use descriptions to recognise different coins in mathematics.
12. Pupils make sound progress in mathematics at Key Stage 1, particularly in developing early numeracy skills. Pupils make good progress at Key Stage 2. The school is using target setting increasingly effectively, particularly for higher attainers at Key Stage 2, and this is promoting progress. Good quality teaching and good opportunities to challenge pupils in some classes to apply numeracy skills to solve mathematical investigations are positively promoting progress. For example, Years 5 and 6 pupils are encouraged to use their multiplication knowledge to solve challenging number problems.
13. Pupils make good progress over time in science at both key stages. However, progress is not always consistent in all aspects, for example in the development of pupils' investigational skills. Pupils have a good knowledge and understanding of scientific topics, for example "Life and living things", but are not able to apply this to develop their investigational skills. For example, Years 5 and 6 pupils understand how the heart beats but do not apply this knowledge appropriately to develop an investigation on the effect of exercise. Key Stage 1 pupils record their findings well, and these skills are built on well at Key Stage 2, for example in producing good graphs of the results of an investigation. However, the frequent use of worksheets in Key Stage 2 does, on occasions, limit pupils' progress in applying their literacy and scientific skills.
14. Pupils' progress in information and communication technology is unsatisfactory at both key stages. Although some progress is made in developing pupils' skills in some aspects, for example word processing and data handling, this is not built on effectively. Pupils do not have sufficient, frequent opportunities to consolidate and then extend these skills. They receive very few opportunities to make progress in aspects such as control technology. Higher attaining pupils, many of whom have developed skills at home, are not challenged frequently to apply these skills to promote standards in different subjects in school.
15. Progress in religious education is sound at Key Stage 1 and good at Key Stage 2.

Pupils progress well in knowledge and understanding of Christianity and other religions. Years 1 and 2 pupils have a secure knowledge of Christian celebrations, such as Christmas and christenings. This is built on well at Key Stage 2 with pupils showing increased understanding of the reasons for the main Christian festivals and the contrasts with other religious festivals such as Diwali. Teachers use a range of artefacts well to promote progress in pupils' understanding of different religious beliefs and practices, for example Hinduism.

16. Pupils make good progress in design and technology at both key stages, particularly in the designing and evaluating aspects. Progress is sound in both key stages in history, geography, art and physical education. There is insufficient evidence to make a judgement on pupils' overall progress in music, although they make good progress in performing and composing. Pupils with special educational needs make good progress overall, particularly at Key Stage 2. They make good progress in lessons and when they are taken out of lessons for specialist teaching to focus on their personal targets. Pupils with English as an additional language receive good specialist language support and make good progress.

16.

Attitudes, behaviour and personal development

17. Pupils demonstrate very positive attitudes to learning throughout the school. Pupils enjoy being there and are highly motivated, applying themselves enthusiastically to different tasks and activities in their work. They are often able to undertake challenging tasks, concentrating for extended periods. Pupils listen attentively to the teacher and are interested in each other's experiences, ideas and opinions. Where the opportunities arise, pupils show skills of independent learning. Study skills are being developed in areas such as art and in literacy lessons where pupils are set activities which they get on with in a sensible way. There are occasions, however, when some pupils are not challenged sufficiently, or the expectations and the work are inappropriate. Their attitudes then can be less positive.
18. Children under five in the Reception classes generally show a confident approach to work and in their relationships with one another. Most children are developing good social skills and are eager to explore new learning opportunities. They work and play harmoniously with one another, sharing their toys and equipment. There are, however, a small minority of children who are not able to settle to tasks and can display disruptive behaviour. The good facilities provided in the reception classes enable children to engage in a range of tasks and activities which encourages them to concentrate for extended periods. However, the lack of outside play equipment and space limits opportunities to develop social skills through play activities.
19. One of the many strengths of the school is the pupils' good standard of behaviour which contributes significantly to their high levels of attainment. The previous inspection reported upon the calm and purposeful atmosphere in the school, and the very good self discipline exhibited by the pupils. This has been maintained. Parents speak positively about the good behaviour in and around the school. Pupils with special educational needs generally behave well. A small number of pupils with behavioural needs are handled effectively by staff to minimise any disruption to other pupils' learning. Pupils are courteous and friendly. They are happy to talk about what they are doing and show their work to visitors. Pupils speak well of their school and take care of it. There is little evidence of bullying in the school. There have been no recent incidents of exclusions in the school.

20. Relationships within the school are very good, between pupils and staff, amongst the pupils themselves and across the age ranges. Pupils work well together in both pairs and group situations. This harmonious atmosphere promotes a good working environment and makes a positive impact on learning. There are many examples of effective co-operative and collaborative work across the school. These were observed within investigative activities in science, during design technology lessons, and through group activities in literacy lessons. The personal, social and health education programme addresses issues of importance to pupils, promoting speaking and listening and raising their self-esteem. Within the Christian environment there are a number of opportunities for pupils to consider important values and beliefs. This was observed during a religious education lesson with pupils looking at different religions and their festivals.

21. Pupils respond well to opportunities to show initiative and take responsibility. This aspect was identified during the last inspection and increased opportunities have been promoted around the school. Pupils undertake a good range of tasks in classes. Year 6 pupils help the younger ones at lunch time and in the playground, and have increased responsibility around the school. Tasks include setting up the hall for assemblies, taking visitors around the school and selling the milk, orange juice and apples at break times. These responsibilities are undertaken with great efficiency. The recently established business club is looking to identify fund raising initiatives to support the creation of the 'Trim Trail'. The establishment of a School Council was planned by the previous headteacher but has been deferred for the time being.

21. **Attendance**

22. The overall levels of attendance are well above the national average, whilst unauthorised absences are similar to the levels found in other schools. There are no significant differences in attendance between boys and girls or pupils with special educational needs. Pupils are generally punctual and lessons start on time.

23. Registers are being completed and maintained correctly. The governors report the attendance figures appropriately in their annual report to parents but not currently in the school brochure. The school has noted these omissions and is amending procedures and updating future editions of the brochures.

23. **Quality of education provided**

23. **Teaching**

24. The overall quality of teaching is good. It is good in 47 per cent of lessons and a further 15 per cent are of very good quality. Teaching is never less than sound. The quality of teaching has been maintained at the good level reported in the last inspection. It is good for under fives and at both key stages. Teaching quality is good in both English and mathematics, with a high level of very good teaching. This is very effective in promoting good standards in literacy and numeracy throughout the school. Pupils with special educational needs, and those for whom English is an additional language, are taught well. This has a positive and beneficial effect on their progress. Consistently good teaching across the school is a significant factor in promoting high standards, with frequent examples of very good teaching, particularly at Key Stage 2.

25. Strengths were identified in all year groups with evidence of very good teamwork

resulting in consistently good quality planning across both key stages. This has been used very successfully to develop the school's literacy and numeracy strategies which are being used well to promote and maintain high standards. Teachers have very good relationships with pupils and know them well. They manage their classes effectively, particularly in reception and at Key Stage 2, and have good expectations of behaviour and of standards of work to which most pupils readily respond. They provide appropriate help and guidance to clear up any uncertainty or to challenge higher attainers, for example to record accurately their findings during a Years 5/6 scientific investigation on pulse rates. Teachers generally use assessment information well in most classes to ensure work is matched closely to the needs of pupils; for example, in a Years 1/2 English lesson the teacher uses information noted down from the previous lesson to change her activities for the next lesson. Different work activities are planned well to ensure that pupils of differing abilities are challenged effectively and these promote progress. This is an improvement since the last inspection. However, it is still not fully consistent across the school. In some activities, for example mathematics, English and information and communication technology, teachers do not build effectively upon prior knowledge and understanding. This limits progress. For example, in a Years 1/2 English activity, Year 1 pupils are required to write sentences from a sheet into the correct order. For many, the reading level required is too difficult to allow them to complete the task successfully.

26. Teachers prepare and organise well and use resources appropriately to maintain pupils' interest and involvement. For example, in a Years 3/4 religious education lesson, the teacher uses a good range of artefacts to develop pupils' knowledge and understanding of some of the differences in beliefs and practices between Christians and Hindus. Teachers use good subject knowledge, for example in music and mathematics, to promote pupils' understanding and use of correct terminology. Where teachers maintain a challenging pace, this effectively encourages pupils to sustain their concentration and try to achieve their learning targets. In a Years 5/6 literacy lesson, the teacher ensures that time is used fully by regularly changing the activity and frequently reminding pupils of the target time for each activity. Teachers use questions very well to develop pupils' understanding, for example when challenging pupils to explain how Demetrius feels in a Years 5/6 lesson on Shakespeare.
27. Teachers regularly assess pupils' work, although the quality of marking is not consistent throughout the school. Where it is good, teachers provide constructive comments on the way that pupils can improve the quality of their work. They maintain accurate, detailed records of pupils' strengths and weaknesses. This information is used well to promote pupils' progress, for example by helping teachers and pupils to identify specific, individual targets for improvement. There is some evidence of pupils not being given clear indication of where they have weaknesses or how they can improve their standard. However, teachers use verbal feedback effectively in lessons to inform pupils about the quality of their work. Teachers use demonstrations well, for example in science and information and communication technology, to illustrate skills and to encourage pupils in developing their own ideas. They do not always take opportunities to evaluate pupils' performance, for example during physical education, and look for ways in which the quality of work could be raised, for example in developing a gymnastics sequence. Teachers generally use homework well, particularly at Key Stage 2, to support work in school, for example on aspects of literature work in English and to consolidate number understanding in mathematics.
28. The quality of teaching for children under five is good overall and occasionally very

good. Planning is soundly based on the Desirable Learning Outcomes³ and is consistent between both classes. Some teaching is planned within National Curriculum Programmes of Study, giving some children insufficient time to progress at their own pace. Relationships between teachers and children are very good and teachers' high expectations help them to aspire to new learning. Occasionally, expectations are too high and plans are sensibly modified to meet children's needs. Teachers praise children very well for their achievements. They are managed with sensitivity, gently persuading those who stray off task to return to more positive behaviour. The programme for each day is well organised with a good balance between whole class and group activities and between directed and chosen tasks. Teachers know the children very well and use this knowledge well to maximise learning. For example, in language and literacy they group children by attainment and set tasks that motivate them to produce good writing. They assess the progress of each child very well. Teachers work with individuals each day in literacy and numeracy, enabling them to make good progress. There is no classroom learning support assistant for children under five. There are times in the day when each teacher is without any assistance, sometimes making it difficult to organise a sufficient range of suitable activities

29. The pupils with special educational needs who are withdrawn from lessons receive good quality teaching. The work is well matched to their needs and it ensures that they make good progress towards individual targets. In class lessons, the teachers set work at appropriate levels and give good quality additional support to the pupils. Individual education plans are of good quality and they are used well to develop pupils' learning.
29. **The curriculum and assessment**
30. In response to the last inspection report there has been an extensive review of the curriculum responsibilities of staff. All areas of the curriculum now have positive and conscientious leadership, either from individual staff or teams of teachers. The curriculum provision is good for children under five and at both key stages. It is broad and well balanced and provides well for developing pupils' intellectual, physical and personal education. Sound policies or statements of policy have been written or updated for all subjects and for a variety of procedures. Effective and detailed schemes of work have been developed for all areas of the curriculum. These provide guidance for the appropriate level of learning to be expected for the age and ability of the pupils, from the reception classes to Year 6 within each subject. From these schemes of work, teachers' lessons are planned with clear objectives and generally suitable activities to achieve the desired learning outcome. Homework is set appropriately, with regular reading encouraged at Key Stages 1 and 2 and additionally to consolidate or prepare for classroom learning in Key Stage 2.
31. The school curriculum meets national requirements in terms of providing broad coverage of the statutory programmes of study, although those for information and communication technology are as yet underdeveloped. However, the school has recently acquired new computers and staff training is planned. The school is successful in promoting pupils' intellectual, physical and personal development and gives good preparation for the next stage of their education. The governors and parents have approved the courses for sex education and drug education. These are integrated well into science and personal, social and health education in Years 5 and 6.

³ Desirable Learning Outcomes – these are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social education.

32. There is an emphasis on literacy and numeracy. The time allowed for each subject is adequate, with the exception of information technology. The remainder of the curriculum is blocked into well-planned two-yearly cycles. Pupils develop appropriate levels of skill according to age and ability, but will not cover the same area of knowledge in a mixed-age class. For example, in the first year of the science programme for a Years 3/4 class, pupils study life processes of animals and plants, food chains and habitats. In the second year they study life processes in humans, nutrition, health, dental care and the skeleton.
33. The school follows the Code of Practice⁴ for pupils with special educational needs and the curriculum fully meets their needs. They receive a broad and balanced curriculum which enhances their intellectual and personal development. The school carries out good screening procedures to identify pupils with special educational needs. Their progress is regularly assessed and monitored. This makes a significant contribution to the progress the pupils make. Since the last inspection report, pupils' individual educational plans have become more detailed and provide specific information with achievable targets.
34. There is an equal opportunities policy. The principles of equal opportunity are recognised in the school and are implicit in the aims of all policy documents. Pupils, who speak English as an additional language, have sound support in their language work from a teacher employed by the local education authority. The school monitors the attainment of pupils of differing gender, but has yet to develop effective strategies to respond to the data.
35. Well-attended extra-curricular activities, which are held in lunch breaks and after school, enhance the curriculum programme. The activities on offer include country dancing, chess, debating club, business club, netball and football. Pupils can have guitar, clarinet, violin and keyboard lessons. Many pupils learn the recorder and take part in music for assemblies. Some pupils may miss aspects of their National Curriculum work when withdrawn from their class for instrumental tuition. The school participates in competitive sport locally. Years 5 and 6 have the opportunity to take part in a residential visit.
36. Assessment is a major strength of the school. Formal tests in English and mathematics provide a clear basis for ability grouping within classes. The school has developed very good strategies within all National Curriculum subjects and religious education to identify pupils' strengths and weaknesses. Assessments are recorded efficiently at the end of units of work in core and foundation subjects. Daily assessments, particularly in English and mathematics, are noted and help toward subsequent planning of lessons well. Assessment is used to match activities to pupils' needs very well. Teachers have a good understanding of the levels of attainment within National Curriculum subjects. Detailed portfolios of pupils' moderated work give very good examples of attainment for mathematics, English, science and geography. Pupils' work is marked regularly but there is some inconsistency in the quality of marking. Where marking is good, there is informative feedback to pupils, with praise or target setting for the future. Pupils are involved in setting their own personal targets for the term ahead.

⁴ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

36. **Pupils' spiritual, moral, social and cultural development**

37. The school has maintained good provision for the spiritual, moral, social and cultural development of its pupils. The school's aims clearly reflect its pride in developing an ethos based on Christian principles.
38. Spiritual development is good. The school promotes effectively its school ethos and Christian values through lessons and assemblies. Assembly themes are largely of a Christian character. An expectation for praise and thanksgiving is fostered throughout the year, culminating in a special end of year service for Years 2 to 6. Pupils gain insights into values and religious beliefs in assembly and during religious education lessons. The younger pupils have good visual stimuli that help them understand the feelings of people in biblical times. Older pupils consider the importance of inner peace and are encouraged to reflect on ways of seeking it when frightened or discouraged. Sometimes opportunities are not developed for creating an atmosphere which helps pupils to sustain a valuable period of reflection throughout assembly. Church leaders visit and extend pupils' knowledge and understanding through stimulating interpretations of Bible stories. In lessons, young pupils write their own poems in response to "Wonderful Earth", expressing their love of "riding a bicycle in the woods", of "seeing animals" or "touching snow". They experience a sense of wonder when feeling the bark of trees or appreciating the sunlight. Older pupils have opportunities to develop their Christian faith through the writing of prayers. In art they draw to interpret music, expressing feelings of calmness and contrasting them with patterns of anger. Pupils write personal targets that include coping with feelings such as anger. Class teachers support them well, helping them to consider remaining calm when feeling frustrated by others.
39. Moral development is very good. Staff encourage pupils to consider principles for good behaviour rather than simply a list of rules. Pupils have worked with teachers to develop the class codes of conduct. They are encouraged to take pride in their achievements, to respect each other as well as behaving sensibly. Parents acknowledge that pupils understand class codes and expect to use them as part of daily routines. The school fosters positive attitudes, developing self-esteem, and encouraging independence. Pupils come from a range of backgrounds and learn to appreciate each other's differences. Pupils value the school, keeping it free from litter. There are clear expectations that the policy for behaviour will be followed. The school's code of behaviour is explained to parents, together with a booklet to explain how behaviour is managed. Teachers promote class rewards for good work, as well as behaviour, and pupils receive merit certificates for good achievement and effort. Pupils contribute to charities and are currently collecting stamps for the blind. They show that they think about underprivileged children, presenting a collection of gift boxes at Christmas. The school fosters a sense of caring for animals through a programme of hatching and rearing chicks with help from the local agricultural college.
40. Social development is very good. Pupils have lunch together in classrooms, enjoying very good relationships with supervising adults. Younger pupils get to know older pupils who help them over lunch and accompany them out to play. Parents are pleased that children know each other's names and consider themselves friends. The school organises visits out of school. Younger pupils visit a farm and older pupils have good opportunities for residential visits. A visit to Norfolk for Year 5 and an adventure week for Year 6 fosters good relationships between adults and pupils and encourages independence in living away from home.

41. Cultural development is good. Pupils read and write poems in a range of styles, enjoying the messages the poets convey. The oldest pupils study Shakespeare. In art they produce patterns in the style of William Morris and geometric designs in the style of Matisse. They have good links with the local museum and have displayed a large collage of life in Victorian times. Photographs of Egyptian and Grecian pots and Roman plates have been displayed alongside work from other schools at the local arts centre. Pupils have the opportunity to listen to music in a range of styles and from different cultures. They look forward to African dancers performing in school.
41. **Support, guidance and pupils' welfare**
42. The good provision for pupils' welfare and guidance makes a significant contribution to their personal and academic development. Pupils are well cared for and supported, and enjoy their time at school. Parents feel that the school has a friendly, family atmosphere. Staff seek to ensure that all pupils have equal opportunities, although withdrawal activities to support pupils' work do, on occasions, restrict their progress in other subjects. The school has good assessment procedures to monitor pupils' academic progress and personal development. There is effective target setting across the school, which is used to support pupils' development and to inform planning. A programme of personal, social and health education is currently being developed throughout the school. This provides opportunities for pupils to explore issues of importance in a safe environment and prepares them to make informed decisions in their life.
43. The provision and support for pupils with special educational needs are good and enable them to develop their abilities and make positive progress. Very detailed individual education plans have been drawn up to meet the needs of these pupils. The school has well established links with the specialist outside agencies whose representatives visit the school regularly. There is a sensitive induction programme for new pupils which helps to ease their entry into the reception classes. Most of the children have attended local play groups and received some pre-school education. The transfer process for pupils moving to secondary schools is more complex, with the schools chosen by pupils often over-subscribed. There is good help and support offered to pupils and parents at this time of change to ensure that the transition to the next stage of education is undertaken without difficulty.
44. Procedures for monitoring and promoting discipline and good behaviour are very effective and are reflected in the orderly atmosphere in the school. The comprehensive behaviour policy details the school's expectations of pupils' behaviour and provides guidelines for staff in promoting this. Effective procedures for dealing with incidents of disruptive behaviour are followed closely by staff, with the result that problems are easily contained. The good balance of awards and sanctions is understood and valued by the pupils, and contributes to the excellent behaviour around the school. There are few incidents of bullying in the school. The school promotes a listening policy, taking all reports seriously. Parents and pupils are confident that should any incidents occur they will be dealt with firmly and promptly. Pupils feel that it is a safe and happy school.
45. The procedures for promoting prompt and regular attendance are good. These are detailed in the school brochure. Parents are encouraged not to take their children on holiday during term time. The school effectively monitors attendance, and any outstanding letters from parents are promptly followed up. The Education Welfare Officer visits termly and follows up any incidents as required.

46. The school has appropriate procedures and guidelines for child protection. One of the senior management team is identified as the designated reference person and has previously undertaken relevant training. The school is aware that training needs to be updated to ensure that all the recently appointed staff are appraised of these procedures. There are good links with the relevant outside agencies. The school doctor and nurse visit the school regularly to undertake health checks, and contribute to the health and sex education programme. The school has well established procedures in place to meet the needs of pupils who may fall ill during the day. There are sufficient members of staff qualified to provide first aid assistance if required
47. There is a comprehensive health and safety policy. Appropriate procedures are in place to address the issues of safety and security of pupils both in the school and whilst out on visits. Regular checks are undertaken by the headteacher, the caretaker and the health and safety committee who conduct termly risk assessments and report back to the governing body. Any hazards are dealt with quickly by the caretaker. There are appropriate procedures in place to ensure the safety of pupils using the swimming pool. However, there are some concerns regarding the condition of the swimming pool. Bad condensation is causing extensive mould and algae on the walls and ceiling, and damage to window frames and the roof. On occasions, steam rising off the pool means that visibility is limited from one end of the pool to the other. A previous health and safety report identified this as a safety concern. The school has requested a comprehensive local authority risk assessment and health and safety check, which is to take place later this term.
47. **Partnership with parents and the community**
48. The previous report highlighted the good relationships with parents as a strength of the school. This has been maintained. The school recognises the importance of effective liaison between home and school, and promotes the active role parents can play in their children's education. Parents are very supportive of the school and feel that they are kept well informed about what is happening and how their children are progressing. They are actively encouraged to participate in the life of the school, and this promotes a strong family atmosphere. The school is about to circulate parents with a home/school agreement which the parents have already reviewed and commented upon.
49. Detailed information about the school and its activities is provided in the school brochure and the governors' annual report to parents. Regular contact is maintained through the newsletters to parents. Curriculum information with details of projects and topics to be covered was circulated at the beginning of term. Occasional workshops are run to keep parents updated and suitably informed - most recently regarding the new literacy and numeracy initiatives. Consultation evenings are held each term to provide opportunities for parents to meet teachers to review their child's progress and achievements. The school operates an 'open door' policy. Parents can meet with teachers or with the headteacher after school to discuss any matters which concern them. Parents are invited to attend special assemblies, sports days and concerts. Day-to-day contact with parents is maintained through the reading diaries. The comprehensive annual reports provide good information on pupils' progress and attainment. They provide full details regarding what is covered and identify targets for improvement. The school informs parents when there is a concern about a pupil. The parents of pupils with special educational needs are kept well informed about individual education plans. They are always invited to reviews to discuss the progress made and how they can help their child.

50. The school offers every opportunity for parents to become involved in their children's learning. Pupils take their reading books home regularly and parents are encouraged to read them with their child, which contributes to the high standards of reading. Small booklets have been written which offer guidance to parents on how to help their child read and write. Parents are invited into the school to assist in the day-to-day activities within the classroom, and a small number of enthusiastic parents offer help on a regular basis. They listen to readers, help out on trips and when the younger pupils go swimming. Parents are well supported and fully briefed for their tasks by teachers. The very active Friends Association makes a valuable contribution to the life of the school. It runs a number of very successful fund-raising and social events which generate significant sums of money. This money helps to support the maintenance of the swimming pool, and purchases various resources and equipment for the school, such as books for the library.
51. The school is very much a community school having established good links with parents and local people. There are strong links with both St John's and All Saints' churches. The local clergy undertake school assemblies and invite pupils to the church for visits and special services. The school has contact with other local schools through successful participation in sporting competitions and taking part in music festivals. The swimming pool is used by the local playgroup which helps to cover the maintenance costs of the pool. Gilbert's Gang, the popular after school club, was established following representation from parents. There are strong links with the local community, with the school's premises used by a number of community groups in the evenings. Pupils are involved in fund raising initiatives for various charities both in this country and abroad. Pupils have collected Christmas boxes for children in Bosnia. Harvest festival gifts go to the elderly, and the choir performs for local old age pensioners. All these activities help pupils become aware of the aged and those less fortunate than themselves. There are a number of visitors to the school and opportunities for pupils to undertake trips and visits to support project work and enhance the curriculum. During the inspection a 'Roman soldier' offered a live demonstration to promote the pupils' history project. Year 6 pupils undertake cycling proficiency and first aid training. Curriculum opportunities have been enriched through trips to the library and museum, local farms and a castle. Years 5 and 6 have two opportunities for residential visits to Norfolk and North Wales which offer various opportunities for outdoor activities and different perspectives on learning. This helps to develop their self-confidence and independence. The school is hoping to develop new links with the business community to facilitate sponsorship initiatives through the new business club in Years 5 and 6.

51.

51. The management and efficiency of the school

Leadership and management

52. The school is well managed. A clear vision for the direction of the work of the school was established by the previous headteacher. This was promoted effectively by members of the senior management team who acted as headteachers while waiting for the new headteacher to take up her post. The school has made sound progress overall since the last inspection. High standards have been maintained, particularly in English and mathematics, and the school has made good progress on most of the issues identified at the last inspection. Staff enthusiasm in developing the quality of education has largely been maintained. Improvements have been made in co-ordinating subjects and in completing curriculum policies and guidelines. There have been improvements in curriculum monitoring, particularly where it involves senior management and members of

the governing body. However, the roles of subject co-ordinators are not yet fully developed. Information is now being used well to identify pupils' strengths and weaknesses and to inform both pupil and school improvement targets. Higher attaining pupils are achieving higher standards, particularly in the core subjects of English, mathematics and science. However, opportunities are not always taken in all subjects to challenge pupils or to extend or apply their knowledge and understanding. More formal systems for monitoring expenditure have not been established.

53. The headteacher, who only took up her post at the beginning of this term, is beginning to identify strengths and areas for development. Her own vision for the school matches closely the current vision statement and provides good, positive direction for the work of the school. She is further developing monitoring and evaluation procedures, for example through classroom observations. She is using the information well to clarify specific ways in which standards can be improved further. She is building effectively on the team approach established in the school, particularly to encourage even more active involvement by members of the governing body. She is developing ways to improve the efficiency of planning, linked closely to focused assessment opportunities. The valuable contributions from an increasingly active and supportive governing body, together with an influential senior management team, are promoting good management which positively influences the standards achieved. The school's ethos successfully promotes a positive, caring and supportive learning environment which encourages pupils to try to achieve high standards. Some strategies which focus upon trying to achieve consistently higher standards, are beginning to be developed, for example individual pupil target setting. The school is well placed to raise these standards even higher.
54. The governing body has a clear strategic view of the school's development and is increasingly and actively involved in many aspects of its management. Close links are maintained between the school and the governing body. There are regular meetings of the different committees, frequent meetings between the headteacher and chair of governors, and governors visit classes every term. This pattern of visits, with an agreed focus for each visit, has contributed well to raising governors' awareness of how different subjects are taught and the standards achieved. Governors have access to school assessment data and have been involved with the headteacher and senior management team in discussing and agreeing targets for school improvement. Members of the governing body work closely with the senior management to discuss priorities for the school development plan. Procedures to monitor and evaluate these priorities are being developed well, particularly those relating to curriculum issues. However, they are not yet sufficiently rigorous in linking expected outcomes closely to spending decisions. As a result, governors are not fully informed of the impact of their management decisions on standards.
55. The detailed school development plan provides a comprehensive list of development priorities following [E2]an effective review process by senior management and subject co-ordinators. It clearly identifies areas for further development, although it does not yet provide a specific focus for ensuring that priorities are linked to available finances. Development action plans do not indicate how actual costs are to be met or cost effectiveness evaluated.
56. The provision for special educational needs is well co-ordinated and there are good quality management systems supported by the headteacher. The co-ordinator has half a day each week out of the classroom to monitor and evaluate planning and provision, or to work alongside colleagues. Class teachers are also released from their teaching commitment on a monthly rota in order to discuss the pupils with special needs in their

class. They also use this time to write new individual education plans with the co-ordinator. There is a named governor with responsibility for special educational needs. However, the role has yet to be sufficiently defined. This includes the identification, assessment, monitoring and record keeping and the effectiveness of the use [E3]made of outside agencies and support services. It does not ensure that the governors are aware of special needs finances or needs in the deployment of resources.

57. The school complies with statutory requirements, except for the range of information provided in the governors' annual report to parents and in the prospectus. This does not meet all required aspects, for example on special educational needs and national assessment data.

57. **Staffing, accommodation and learning resources**

58. Staffing levels are adequate. The ratio of pupils to teachers is well above average compared with schools nationally. The teachers are suitably qualified with a good balance of experience from longer serving teachers and new insights from those who are recently qualified. They are able to meet the demands of the curriculum successfully. The school has experienced a high turnover of staff during the last two years and the headteacher has joined the school this term. Teachers bring a range of interests and expertise to the school. They are conscientious and collaborate well as a team.

59. The number of classroom assistants is adequate, but spending is below average for schools of similar size nationally. They are generally deployed well to support pupils in language and literacy, with a team at each key stage. However, reception classes do not have an assistant who is fully qualified in supporting children under five years of age. There are times in the day when these classes have no additional support. One assistant has responsibility for a pupil with special educational needs. They are all well briefed by class teachers to support lower attaining pupils in reading and number.

60. Arrangements for staff development are good. Appraisal procedures are in place, with good job descriptions to support the process. Co-ordinators are well informed about their subject responsibilities. The recent management initiative for core subject co-ordinators to lead a team of staff from each key stage to review standards is welcomed by the staff. The school has maintained a strong commitment to staff development and everyone feels part of the team. A good induction policy helps new staff to settle quickly into the routines of the school. Newly qualified teachers are supported very well by formal arrangements for mentoring and by informal support. Classroom assistants have received appropriate training for carrying out their roles. Administrative staff and mid day supervisors feel well supported and discharge their responsibilities well. The caretaker is part time and is supported well by an assistant.

61. Accommodation is sound overall. In general it provides a positive place for learning, with good displays of pupils' work. Staff and parents have improved the overall appearance by internal painting and recently carpeted areas have a good effect on promoting the quality of education provided. Attractive areas between classrooms provide good opportunities for teaching small groups during literacy hours but in general are under used. A mobile classroom is small and pupils are in cramped conditions for learning. This hinders their ability to sustain concentration, particularly in such activities as the introductory part of the literacy hour. The library is not organised well, with an array of furniture that makes it difficult for pupils to use reading resources properly. The state of cleanliness and hygiene is generally adequate but the swimming pool is in poor

condition, with unacceptable growth of mould and problems caused by condensation.

62. The external environment is attractive with quiet areas where pupils sit in good weather. Attractive trees and shrubs enable pupils to work outside and enjoy first hand experience of studying leaves and bark. The hard play area is adequate for pupils to engage in purposeful play at breaks and lunch times.
63. Learning resources are satisfactory except for aspects of information and communication technology. Resources to develop pupils' control technology skills are limited throughout the school and there is a lack of good quality "talking books" software for children under five. The school development plan identifies spending for each curriculum area and the number and quality of books in classrooms is sound. The library is not well stocked to support pupils in their own research and the number of books on other cultures and societies is low, although some investment has been made recently. Resources in history and art are supplemented well from the school library loan service. The range of historical artefacts is enhanced by loans from the local Stamford Museum. The school has also added to history resources by purchasing posters, photographs and appropriate literary texts with a historical emphasis,
64. Resourcing the literacy and numeracy strategies has been a major priority and spending plans for the next financial year have been identified for art, design and technology, and for pupils with special educational needs
64. **The efficiency of the school**
65. The standards identified in the last inspection have been maintained. Financial resources are carefully planned and managed for all pupils, including those with special educational needs and the children under five. Educational developments are generally supported through sound financial planning, for example the purchasing of good quality books and resources to support learning across the whole curriculum including literacy and numeracy. The school development plan does not consistently identify the links between priorities and available finances.
66. The school's budget is regularly monitored by the secretary and the headteacher using a computerised system. The finance committee and the governing body receive information at every meeting and have a clear picture of the school's financial situation to enable them to rigorously monitor expenditure. The most recent audit report, February 1997, identified a small number of minor points for action which have been successfully carried out.
67. The day-to-day school administration is very good, and the administrator has developed an extensive range of procedures and routines. The school fund is maintained in an appropriate format and the governors are presented with an annual certified statement of account which details income, expenditure and balances.
68. The governors are involved in the budget-setting process and in deciding how the available monies can be used. Their decisions are linked to the school development plan which is costed, although it does not consistently identify the sources of funds. However, the governors do not take full part in strategic discussions regarding resource allocation for special educational needs from the total budget. They are not fully aware of specific funds, so cannot monitor how they are spent. The governing body currently has no formal procedures for monitoring and evaluating the cost-effectiveness of spending decisions or in relating finances to the quality of education provided, or to the

pupils' progress. A key issue from the last inspection was to establish more formal procedures for monitoring expenditure, and progress has been too slow in addressing this matter. Specific funds allocated to the school, for example for staff training and for pupils with special educational needs, are used appropriately. However, the governing body has no procedures for monitoring and evaluating the school's provision and practices for pupils with special educational needs.

69. The teachers and the support staff are generally deployed well to make full use of their skills and expertise. The classroom assistants are well used. They enhance the learning of the pupils with special educational needs in the literacy and numeracy hours and when working with small groups of pupils for additional literacy support. However, there is no evaluation of the effective use of support staff to meet the changing needs of pupils at the school. For example, an evaluation needs to be carried out of the level of support required to meet the needs of the children under five. Also, the support required by those year groups with a large number of pupils with special educational needs should be evaluated. Sound use is generally made of the accommodation, and of the learning resources. However, efficient use is not made of resources for information and communication technology and those in the library. The books are not kept in a tidy state; other resources are also stored there and it is not easy for the pupils to use the room in its current state. The library is also used extensively for music tuition which limits the access of pupils to books on particular days.
70. The overall quality of education provided by the school is good and as a result the pupils make good progress. The[H.M.4] pupils achieve above average standards from average attainment on entry to the school. Taking all these factors into account, together with the low level of income per pupil, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

70. Areas of learning for children under five

71. Children under five are taught in two reception classes. There are 46 children in the two classes, 40 of whom are under five years of age. They start school in September of the year in which they will reach their fifth birthday. The majority have experienced some pre-school learning in local nurseries and playgroups.

72. Assessments on admission to the school show that most have knowledge, skills and understanding close to the national expectations of children under five. Almost a third enter with above average skills in number and the early skills associated with reading and writing. At the time of the inspection children had been in school for just five weeks and national assessments were in the process of being completed. They make a good start to all aspects of school life. Progress is sound in personal, social and physical development and good in language and literacy, mathematics, creative development and knowledge and understanding of the world. By the age of five the majority are expected to exceed the nationally expected levels in most areas of learning.

72. Personal and social development

73. Children enter with a wide range of personal and social skills. They make sound progress and a significant majority are likely to meet expected levels by the age of five. Most settle quickly into the routines of the class. On arrival they confidently remove outdoor clothing and usually leave parents without concern. During the day they have good opportunities to choose activities and most carry out tasks without constant supervision from adults. They relate well to one another and share equipment sensibly. A small number of individuals sometimes find it difficult to share with other children but are helped very well by their teachers. The children are confident with adults and talk with them in supervised activities. In whole class activities children are beginning to concentrate well for sustained periods of time. Occasionally structured activities are too much for the children to manage and teachers are skilled in changing plans to meet their needs. A small number of children find it difficult to settle and interrupt good class discussion about important people in their families. They all join in a prayer of thanks to God for food at lunchtime. Small groups attend assembly and, through very good teaching support, enjoy the importance of the event.

73. Language and Literacy

74. Children make good progress in developing language and literacy skills. Teachers give high priority to both aspects and the quality of lessons is good. It is likely that most will exceed expected levels by the age of five. Children talk confidently to one another and most answer questions using a broad range of vocabulary and formulating good sentences. Those whose speech is hesitant make good progress through the quality of support from the teacher. They all listen attentively to stories, reading along with the text in big books, recognising familiar words and shouting them with glee. Teachers assess their earlier learning, extending their knowledge through talking about each page of the book, successfully extending their vocabulary. Each child has a reading book and talks individually with the teacher about the cover when borrowing another book. Children enjoy learning the sound and shapes of new letters and make good progress when practising their formation. They enjoy listening to story tapes. Most recognise their names without help. A number make very good progress in writing by following

prepared sentences.

74. Mathematics

75. Children are enthusiastic about number. They meet the teachers' high expectations by counting to five and then to ten, beginning to appreciate 'one more' and 'one less'. The children develop good mathematical language, becoming familiar with an increasing range of number rhymes such as 'One, two, three, four, five, once I caught a fish alive'. They recognise and name a circle. The children count backwards confidently in singing "one man went to mow". In practical activities they make good progress in designing simple repeating patterns, sorting by shape and matching objects. Teachers assess individual children as they work, enabling them to make good progress. They are likely to exceed expected levels by the age of five.

Knowledge and understanding of the world

76. Children develop their knowledge of the world by talking about themselves using a large book of the human body. Teachers listen to children very carefully, giving opportunities to those who are ready to share experiences of life with the class. One child talks extensively to the class about an occasion when hospital staff showed him an X-Ray of his rib cage. Children develop geographical skills by touring the school in small groups, developing a good sense of place and discussing the purpose of each room. Each day they talk about yesterday, today and tomorrow, developing a good sense of time. Progress in knowledge and understanding of the world is good. It is likely that, by the age of five, they will exceed expected levels.

76. Physical development

77. Children make sound progress in physical development and are likely to reach expected levels by the age of five. Teachers are good role models in showing them how to perform actions with nursery rhymes. Children develop good control in using paintbrushes and palettes. Most are beginning to dress and undress themselves for physical education, but in one class many need adult support. They know the importance of warming up and confidently find their own space. The children respond well to good teaching in moving to music in the hall, changing pace of movement as the mood of music changes. They do not have access to a secure area for outdoor play and this limits their development of physical skills and imaginative exploration.

Creative development

78. Children make sound progress in creative development and are likely to reach the expected levels by the age of five. They respond well to sound signals for changing activities and have good opportunities to sing each day. The children respond confidently to music, changing their body shape with improving dexterity. Each child has a painted self-portrait on display. They recognise and name the primary colours, mixing them confidently and talking knowledgeably as they create different shades of colour. The children mould play dough into imaginative animals, choosing and naming a colour. The home corner gives children important opportunities for role-play. The small numbers of individuals who have behaviour problems sometimes disrupt the play of others. Children do not always have the opportunity to paint imaginatively when choosing their own independent activity.

English, mathematics, science, information technology and religious education

English

79. The school has responded positively to its previous inspection report. The skills of reading for information are now built on effectively from year to year, with good development and use of library skills.
80. In 1998, the results of the national tests at the end of Key Stage 1 showed that the pupils' attainment in reading was above the national average, but it was below the results of pupils in similar schools. In writing, attainment was well above the national average and above the results of pupils in similar schools. In reading and writing, the percentage of pupils achieving the expected Level 2 was above the national average. The percentage of pupils reaching the higher Level 3 was close to the national average in reading and above in writing. The school's most recent test results show an improvement on those achieved in 1998. The school has achieved its challenging target of 98 per cent of pupils achieving Level 2 or above in reading in 1999.
81. At Key Stage 1, standards in the national reading tests were lower between 1996 and 1998, although they were above the national average. The 1999 results show an improvement on the previous three years' results. Over the last three years the school has maintained high standards in writing. Taking the results from the three years 1996 to 1998 together, the performance of boys in reading was close to the national average. It was above the national average in writing over the same period. The performance of girls in reading and writing was very high in comparison with the national average. The 1999 results show an improvement on previous years with 95 per cent of pupils achieving Level 2 or above. The school has achieved its challenging Key Stage 1 English target for the number of pupils achieving Level 2 or above. It has exceeded its target for the number of pupils achieving higher than Level 2 in 1999.
82. In 1998, the results of the national tests at the end of Key Stage 2 show that pupils' attainment in English was above the national average, but it was below the results of pupils in similar schools. The percentage of pupils achieving the expected Level 4 was above the national average and the percentage reaching the higher Level 5 was close to the national average. Taking the results from 1996 to 1998 together, standards are lower at the end of Key Stage 2, although they are above the national average. The performance of boys in English was above the national average and the performance of girls was well above. The school's 1999 test results show an improvement on those achieved in 1998 with 84 per cent of pupils achieving Level 4 or above. This exceeds the school's realistic target of 78 per cent. It has also achieved its realistic target of 23 per cent of pupils achieving Level 5.
83. Inspection evidence reflects the results of the national tests. At the end of both key stages, the pupils' overall standards of attainment are above average in all aspects of the subject.
84. At the end of both key stages, standards in speaking and listening are above national expectations. There are many opportunities for the pupils to express themselves in all subjects of the curriculum. By the age of seven, they listen attentively to their teacher, respond with enthusiasm to questions and are polite and considerate in listening to the viewpoint of others. In class discussions they wait their turn and speak clearly and

confidently. The pupils enthusiastically join in when listening to 'big book' stories read by the teacher. By the age of eleven, the pupils listen carefully and confidently ask questions to clarify meaning. They speak in longer, more detailed sentences and use a wide-ranging, mature vocabulary. When Year 6 pupils describe the impact of a particular poem, they use a good range of descriptive words and phrases. Most pupils competently use precise language to put across their ideas and carefully explain their reasons, for example when talking about the influence of the school's code of conduct.

85. Standards in reading are above national expectations at the end of both key stages. By the age of seven, most pupils read accurately and with expression. They recognise many words and sound out those they do not know, or use picture clues to help them. Higher attaining pupils read with greater fluency and expression, give opinions about favourite authors and discuss their reasons for choosing books. Most pupils successfully use word books to support their learning and those who are higher attaining begin to use dictionaries. By the age of eleven, the vast majority of pupils read a range of texts confidently and with expression. They understand the main points of the story and talk about their favourite character or part of the book. The pupils use inference and deduction and refer to the text when explaining their views. Most pupils have a good range of library skills. They confidently use the index and contents page to find information and can locate non-fiction books using the school's classification system. There are limited opportunities for pupils to choose to read non-fiction books at an appropriate level as part of the school reading scheme.
86. At the end of both key stages, standards in writing are well above national expectations. The pupils write for a wide range of purposes including letters, factual accounts, reports, instructions, poetry and imaginative stories. At Key Stage 2, the pupils also write play scripts. By the age of seven, the pupils write with good pencil control, correctly spelling a range of common words and punctuating their work with full stops and capital letters. Standards of handwriting are high, and many pupils in Year 2 develop a tidy, joined script. By the age of eleven, the pupils extend their range of formal and informal writing and begin to adapt their work for different readers. Many pupils correctly punctuate their work with full stops, capital letters and question marks, and those who are higher attaining use commas and speech marks correctly. They generally spell common polysyllabic words accurately. Higher attaining pupils write in paragraphs and use imaginative words and phrases. Standards in handwriting are above national expectations and most pupils write in a fluent, joined, legible script. Pupils at both key stages have some opportunities to write at greater length and to re-draft their work.
87. At Key Stage 1, the pupils make sound progress in speaking, listening and reading. They make good progress in writing. At Key Stage 2, the pupils make good progress in all aspects of the subject. The teachers know their pupils well and carefully match work to what has previously been learned. This enables pupils' listening skills to be developed and their vocabulary to be extended well. In reading, progress is underpinned by the regular practise that is expected of all pupils. Reading skills are taught and developed systematically across the school. The emphasis that is placed on phonics by the National Literacy Strategy is beginning to have a positive effect on the pupils' progress. During the inspection, good progress was made in reading as a result of the teachers' use of 'big books' to teach the same text to the whole class over the course of the week. The sustained practice over time contributes well to the pupils' progress in developing spelling and handwriting skills. Pupils who have special educational needs make good progress. In class lessons they are grouped by need and the teachers plan appropriate work for them. They are well supported by classroom assistants and by specialist teachers when they are taken out of the classroom for

individual or group work. The pupils make good progress towards their personal targets when they are withdrawn for special lessons outside the classroom. Pupils for whom English is an additional language receive good specialist support in developing their language skills and they make good progress.

88. The pupils' attitude to the subject is good throughout the school. The majority listen attentively, particularly to 'big book' stories, and settle quickly to their tasks. Most pupils work with concentration without direct supervision. They adapt well to the routines required by the Literacy Strategy, to work independently. Pupils work co-operatively in pairs and small groups and share resources appropriately. When given the opportunity, they sort out their books and equipment for group sessions and organise themselves well before settling down to work.
89. The quality of teaching at Key Stage 1 is sound and at Key Stage 2, it is good. Overall teaching is always at least sound, good in just over four lessons out of ten and very good in a little over two out of ten lessons. Teaching is strongest at the top end of Key Stage 2. Most of the lessons observed were of the National Literacy Strategy, and the teaching of the 'literacy hour'. The school has made a very positive start to this initiative. Underpinning the effective teaching is the use of the recommended common planning format, which requires teachers to plan lessons weekly in advance. This identifies the tasks to be covered during each section of each day's literacy hour. It also ensures that all lessons are well organised, with a range of different activities to engage the interest of pupils of all abilities. The teachers manage their pupils very well, creating a friendly and positive atmosphere for learning. All teachers make appropriate use of the plenary session to reinforce earlier teaching points and the pupils' learning.
90. In the best lessons, the teachers make very good use of questions to check on the pupils' understanding, for example when finding out about how Demetrius feels during the reading of 'A Midsummer Night's Dream'. They use opportunities consistently to extend pupils' use of specific terminology, for example 'persuasive argument'. Throughout the lessons, teachers use every opportunity to reinforce expressive reading of individual words, sentences and phrases. A good example of this was seen in a Years 3 and 4 lesson on poetry. The teacher maintained a brisk pace to the lesson and the pupils were clearly told how much work was expected from them and how long they had to complete their task.
91. All teachers have a clear knowledge of the pupils' different strengths and weaknesses. As a result, they make accurate assessments and use the information carefully to plan the next piece of work. However, the quality of marking is inconsistent. Where the marking of work is good, it provides the pupil with clear information about how to improve.
92. The school develops the pupils' literacy skills well across the curriculum. For example, pupils use their reading skills effectively to support work in science and history. They develop their speaking and listening skills well in other subjects, for example in class discussions in religious education. Opportunities are provided for the pupils to use their skills in drama and school productions. English is used well to promote the pupils' cultural development, for example when reading stories, plays and poetry from their own and other cultures. The pupils use word processing skills in information technology to support their work in English. The pupils in Years 5 and 6 are being taken to a local performance of a film of 'A Midsummer Night's Dream' to support their reading of the play.

93. All pupils are expected to take home their reading books on a regular basis, and to learn spellings. The positive support of many parents means that homework makes a genuine contribution to the progress pupils make and to the standards they attain.

93. **Mathematics**

94. Standards have been maintained at the high levels reported in the last inspection. Some improvements have been made to the challenging activities for higher attaining pupils. However, pupils are not always consistently challenged to use and apply their skills and knowledge.
95. The results of the 1998 national tests at the end of Key Stage 1 show that attainment was in line with national averages. The number of pupils who achieved Level 2 was above the national average but the number who achieved the higher Level 3 was below average levels. Attainment was below average in comparison with similar schools. Test results over the last three years show that standards have been above the national average. The attainment of girls has been above average and boys have attained average standards. The 1999 national test results show an improvement in the percentage of pupils achieving the national average of Level 2 or above. The school has exceeded its challenging target of 94 per cent of pupils achieving Level 2. It has also exceeded its target for the number of pupils achieving Level 3. Twenty seven per cent of pupils have achieved the higher level which is double the percentage from the previous year. Inspection evidence shows that attainment at the end of Key Stage 1 is above the national average. Consistently high quality teaching, supported by the effective implementation of the National Numeracy strategy, is promoting high standards.
96. The results of the Key Stage 2 tests from 1996 to 1998 show that attainment has been maintained at a level which is well above the national average. The number of pupils achieving Level 4 and the number achieving Level 5 in 1998 were well above the national average. The results of the 1999 tests show an improvement on last year's results and standards are well above the national average. The school has used target setting very well for raising standards, particularly for higher attainers at Key Stage 2. It has exceeded its challenging targets both for the number of pupils achieving Level 4 and for the number achieving Level 5.
97. Inspection evidence confirms that attainment at the end of Key Stage 2 is well above the national average. Pupils' knowledge and understanding in the aspects of number and shape, space and measures is well above average at both key stages. At Key Stage 2, pupils' skills and understanding of handling data are above average. Pupils' knowledge and understanding of applying their mathematical skills are above average overall. They use their knowledge well to solve some difficult number problems. For example, Year 5 pupils use their understanding of multiplication well to predict accurately and to work out more difficult multiplication patterns. However, the use of these skills is not always consistently developed throughout both key stages.
98. Pupils at Key Stage 1, including those with special educational needs, make sound progress overall. Progress is good in aspects of number work and in shape and space. Most Year 2 pupils use doubling and halving techniques quickly and accurately to work out answers to addition and subtraction questions. For example, Year 1 pupils use doubles up to 10 and Year 2 pupils add 16 to 16 by doubling 15 and then doubling 1. Year 1 pupils accurately name and sort different two-dimensional shapes. Year 2 pupils build on this knowledge well by making these shapes and then describing the properties of squares, rectangles and triangles. Higher attaining pupils draw and correctly name different types of triangles.
99. Pupils at Key Stage 2 make good progress, particularly in their knowledge and

understanding of number and in shape and space. Most Years 3 and 4 pupils confidently add and subtract numbers mentally. They use mental recall well to solve challenging money problems, for example to explain how much is left when subtracting 35 pence from two pounds and four pence. Most Year 4 pupils know multiples and factors of different numbers. They use this knowledge well to work out mentally the answers to different multiplication questions. For example, they use their knowledge of factors to show which numbers divide exactly into 56. Pupils in Years 5 and 6 build on this knowledge well to work out answers to challenging mental multiplication questions, for example to work out the '36 times table'. Higher attaining pupils carefully explain the different strategies they use, for example 'add 30 then 6' or 'add 40 then subtract 4'. Most Year 6 pupils quickly identify and name the main two and three-dimensional shapes from descriptions read to them. Higher attainers use their knowledge and understanding of fractions and decimals well to find a large number of equivalent fractions in a given time limit. Although such challenges enable pupils, at both key stages, to apply their skills and knowledge well, there is limited evidence of these being used consistently to promote good progress in this aspect. Pupils with special educational needs receive work which is generally well matched to their abilities and, although they receive little specifically targeted support, they make good progress overall.

100. Pupils' response in mathematics is never less than sound, frequently good and, in a significant proportion of lessons, it is very good. Pupils are enthusiastic, particularly in mental activities and they participate well. They organise themselves into group activities quickly and purposefully, for example when Years 5 and 6 pupils investigate equivalent fractions. Pupils display a lively and inquiring interest in mathematics at both key stages. Most pupils concentrate well, often with perseverance. Pupils work co-operatively and independently in both key stages. In some classes pupils' sustained concentration does not continue during group activities.
101. The quality of teaching is good. It is never less than sound across both key stages and is frequently very good. Lessons are well planned, often in great detail. Teachers make good use of the learning programmes of the National Numeracy Strategy and this leads to carefully devised and appropriate activities. Work is well matched to pupils' prior attainment, on a day-to-day basis as well as long-term and this promotes good progress. Pupils are appropriately grouped within age-bands in each class, based on teachers' detailed assessments of ability. On occasions, the support and help required for up to five groups of pupils sometimes limit the efficiency of the teaching. Pupils' written mathematics is marked regularly. Where marking is good, comments or targets provide additional feedback to pupils and this promotes improvement.
102. Where teaching is good, pupils are challenged well through the development of open-ended questioning and activities matched closely to pupils' different abilities. For example, in a Years 3/4 class, pupils were asked to add the prices of items of "shopping" mentally and to explain to the class the method they had used. Similarly, higher attaining pupils were asked to find the change from various amounts, to explain their answer and tell the class which coins they might use. The pace of lessons is sound overall. Teachers frequently use the mental activity aspect of the numeracy hour very effectively to motivate pupils and maintain a challenging pace. However, this is not always maintained through other parts of the lesson. For example, in a Years 1/2 lesson the teacher started with a brisk mental number activity but then took too long to explain the next activity so pupils' interest and concentration began to wane. Teachers use a good range of resources well, for example the effective use of attractive and useful games and cards, many of which have been made by parents or by teachers

themselves.

102. **Science**

103. Inspection evidence shows that attainment is above expectations at the end of both key stages. Standards of attainment have improved in Key Stage 1 since the last inspection. Higher attaining pupils achieve above average levels of attainment in investigation when teaching presents good problem solving and mathematical challenges. Scrutiny of work shows pupils have good knowledge and understanding. They use number skills well in conducting practical experiments and reach good standards in recording results and explaining their findings. However, attainment is similar to national expectations in problem solving. In part this is because the school has no long-term plan to show how pupils will make suitable progress in the higher skills of experimenting and investigating.
104. The results of the 1998 teacher assessments indicate high attainment at the end of Key Stage 1 with 100 per cent of pupils achieving Level 2 or above. When compared with similar schools, attainment is also high, but the number achieving the higher Level 3 is well below national averages. The 1999 assessments indicate improvement at higher levels, with 15 per cent of pupils achieving Level 3. The school has exceeded its realistic targets for 1999 for both Levels 2 and 3.
105. The 1998 national test results at the end of Key Stage 2 showed that standards were above national averages. However, the number achieving higher Level 5 was close to the national average and, compared with similar schools, results were below average. The 1999 national tests and assessments indicate improved performance with the school significantly exceeding its target for the number of pupils achieving Level 4 or above. The number of pupils attaining Level 5, 18 per cent, do not meet the targets set by the school. The trend over three years shows some variation between groups of pupils, but the school has sustained above average attainment overall. Test results show that boys perform better than girls.
106. At the end of Key Stage 1 pupils make accurate comparisons between themselves and a partner, identifying a good range of data. They record their experimental findings well and in one lesson, reach good standards in explaining their findings to the class.
107. At the end of Key Stage 2 pupils have a good understanding of how the heart beats. However, they find it difficult to use new knowledge to design their own investigation to show change in heart beat at rest and after exercise. In one class, they are beginning to have a good understanding of the principle of changing one variable at a time. Scrutiny of pupils' work shows higher attaining pupils reach good standards in written explanations and in applying number skills to experimental findings. They present information in good graphical form.
108. Pupils, including those with special educational needs, make good progress throughout the school. However, scrutiny of work shows that an over-emphasis on completing worksheets in Key Stage 1 hinders consistently good progress in writing up their observations. Pupils in Years 3 and 4 make good progress in understanding the passage of water from the roots, through the stem to the leaves of a plant. They relate the structure of leaves to their purpose, beginning to understand the principles of photosynthesis. Some do not complete the written work within the lesson. Pupils in Years 5 and 6 make good progress in knowledge of human circulation and breathing. Their models of the human arm illustrate a good understanding of the skeleton and the

construction of joints.

109. Pupils respond well to good teaching and have positive attitudes to learning. They are enthusiastic, work well and co-operate effectively in groups. Through talking with one another they extend learning and maintain concentration throughout. However, if the pace of teaching is not sustained, some become restless, losing interest and missing the key points.
110. The quality of teaching is good overall. Teachers praise pupils and support them appropriately through discussion of scientific information. Planning is generally good. Most lesson plans show distinctive arrangements for pupils of different ages and abilities within the same class. This promotes good progress. Teachers give pupils good opportunities to use skills of language and number. In giving Years 1 and 2 pupils the opportunity to work in pairs, the older ones help the younger ones to make good progress in recording skills. However, the use of information technology is not planned for in any systematic way. Pupils in Years 5 and 6 are learning to construct their own spreadsheets to produce graphs from information collected from the class, but their lack of earlier skills results in slow progress in the lesson. Teachers make sound use of resources. They use time well when pupils are working, to assess their learning and extend their knowledge and understanding.
110. **Information and communication technology**
111. The school has not made satisfactory progress in raising the standards reported at the last inspection. Pupils do not have frequent opportunities to extend and use their knowledge and skills in all classes. Higher attaining pupils, particularly those with access to opportunities outside school, are still not challenged consistently to use their skills to promote standards in other subjects. Some improvement has been made in including more opportunities to use information and communication technology to enhance learning in English, mathematics and science. However, this is not planned systematically to extend learning opportunities to all pupils.
112. Attainment is below national expectations at the end of both key stages. Although pupils' skills, knowledge and understanding is sound in some aspects of communicating and handling information, they are not developed effectively overall. There are few opportunities for pupils to develop skills in control and monitoring. Pupils, including those with special educational needs and those for whom English is an additional language, have not made sound progress over time. There was very little evidence of pupils building their skills carefully on prior knowledge and understanding, for example in word processing or improving their skills by regular and frequent use. Higher attaining pupils, many of whom have developed their skills effectively at home, do not have sufficient opportunities to apply these skills to promote standards. Their progress in lessons observed during the inspection was more positive. Pupils gain a clearer understanding of the use of aspects of information and communication technology, for example when observing how to enter data on to a spreadsheet to record the results of a scientific investigation. However, where pupils are not given an opportunity to apply this knowledge themselves in a practical activity, it is not reinforced effectively.
113. Key Stage 1 pupils develop their keyboard and mouse control skills effectively, for example to draw an illustration for their story about Snow White. Years 1 and 2 pupils begin to develop their early word processing skills by typing in key words from their reading and writing. This is promoted effectively where support is available to guide pupils in developing their keyboard awareness. Although pupils have some

opportunities to use computers to practise their skills, these are not carefully planned nor sufficiently frequent to enable them to extend their skills. For example, pupils in Years 3 and 5 work in pairs to develop word processing skills as part of their literacy work, to type out some poems they have written. Some know how to edit text and how to change the style and size of fonts. However, their knowledge of the keyboard layout is insecure and their keyboard skills are slow which result in little work being achieved in the limited time available. Years 5 and 6 pupils use an art program well to create and print abstract designs in the style of Matisse. They use the same program successfully to draw symmetrical Victorian wallpaper designs in the style of William Morris. Years 3 and 4 pupils begin to develop their data handling skills well by collecting information on the most popular animals. They successfully enter this data into a graphing program then use it to produce a range of different graphs to illustrate their results. Years 5 and 6 pupils begin to build on these skills by starting to use a spreadsheet to record their results of a scientific investigation into the effects of exercise on heart and pulse rates. However, when teacher guidance is not immediately available, pupils' uncertain knowledge of how to enter, save and use the data significantly restricts their rate of progress.

114. The pupils have sound knowledge and understanding of the different uses of information and communication technology and how it affects our lives. They know how it is used in shops to record prices, in hospitals, and in their own homes in such items as videos and televisions. Pupils clearly enjoy using computers and other items of equipment, for example to record their own stories on tape.
115. The quality of teaching was sound in the small number of lessons observed. However, it is unsatisfactory overall as most teachers do not frequently and consistently provide opportunities for pupils to develop and use their skills and knowledge. Teachers use demonstrations effectively to introduce pupils to a particular skill or new computer program. For example, they show Years 5 and 6 pupils how to use a spreadsheet to record their results in a science investigation. Where teachers plan to include information and communication technology skills in their lessons, they plan in detail and organise effectively to ensure that resources are available. Pupils are supported well in developing their work. For example, teachers provide a detailed, laminated instruction card for pupils to use when using a new skill or program. Teachers' subject knowledge, particularly of how to develop specific programs, is not always secure and, on occasions, limits the progress made by pupils. There is very limited evidence of teachers systematically planning to use opportunities to extend pupils' skills or use them frequently to promote standards in other subjects.
116. Development planning shows that the school has already identified information and communication technology as a priority. Some staff training has been arranged for later this term and greater use is to be made of the recently improved resources.
116. **Religious education**
117. Standards are similar to those reported in the last inspection. Pupils' knowledge and understanding of Christianity and other religions, particularly at Key Stage 2, have been maintained at standards above those expected in the locally agreed syllabus.
118. The school has developed an interim scheme of work based on the Lincolnshire Agreed Syllabus which is currently being revised. Attainment is in line with standards expected in this locally agreed syllabus at the end of Key Stage 1 and above expectations at the end of Key Stage 2. Pupils make sound progress overall, including those with special

educational needs and those for whom English is an additional language. They make good progress in aspects of the work, particularly their knowledge and understanding of different religious beliefs and practices. Acts of collective worship are used well to promote standards, for example to illustrate Bible stories such as when Jesus turned water into wine at a wedding in Cana.

119. At Key Stage 1, pupils know and understand about celebrating Christian festivals such as Christmas and Easter. They understand the purpose of different ceremonies, particularly those linked to their local church, such as christenings and weddings. Some know that the Bible is a special book for Christians and has stories about Jesus, for example how he was born and how he died on a cross. This knowledge is built on well at Key Stage 2. Pupils compare some of the main Christian beliefs with those of other religions, both in our own society and in earlier times, for example in Ancient Rome. They know that different people worship different gods, for example Buddha and the Hindu gods of Shiva and Ganesha, and have different ways of showing their worship. Year 6 pupils know that Buddhists use meditation to achieve a spiritual level called enlightenment. Many pupils know that followers of different religions say prayers to their gods in different places of worship, such as the Jewish synagogue and Hindu temple. They know that other religions have sacred books, for example the Torah Scrolls in Judaism. Some pupils recall characters from Hindu stories, such as Rama and Sita. Years 3 and 4 pupils can identify accurately artefacts linked to particular religions, for example a Diwali light, although they do not always understand the symbolism of these particular artefacts. Many Years 5 and 6 pupils talk about famous Christians such as Mother Teresa and how she helped others less fortunate than herself. Pupils in Years 5 and 6 discuss personal qualities which they admire in others, for example being friendly and sharing. They talk confidently about the importance of a code of conduct and how it is used to support themselves and others to behave and relate well to one another.
120. Pupils have a very positive attitude to their work. They are keen to participate in discussions and to respond to questions, for example when Years 3 and 4 pupils are asked about different religious artefacts. They listen carefully to the teacher and to one another. Pupils show respect for different views and ideas, listening carefully when an Islamic pupil described some of the main features of his religious beliefs, rituals and practices. They concentrate well and work hard to complete their tasks; for example, Years 1 and 2 pupils draw symbols to represent their chosen celebration.
121. The quality of teaching is good overall. It is never less than sound and, on occasions, teaching is of very good quality. Where it is of a very high quality, teachers prepare very well and use a very good range of resources to interest pupils and focus their attention. In a Years 3/4 lesson, the teacher used some very good artefacts to promote discussion on Hinduism and Christianity. Teachers use their good subject knowledge very effectively to develop pupils' knowledge and understanding, for example when trying to encourage pupils to describe the significance of a particular religious artefact. They use questions well to encourage pupils' responses, then further questions improve the quality and detail of pupils' replies. In a Years 1/2 lesson on 'celebrations', follow-up questions of "What?" and "Why?" encouraged pupils to describe in detail how wrapping paper is important to make a gift seem special. Where teaching is less successful, although still sound, teachers do not consistently use opportunities to extend pupils' knowledge and understanding. For example, in a Years 1/2 lesson, when the opportunity offered by a pupil's involvement in a christening was not used to discuss in more detail the importance and significance of this particular celebration.

121. **Other subjects or courses**

121. **Art**

122. The school has improved the range of experiences for pupils since the last inspection and has sustained some work of good quality in observational drawing. For example, Years 3 and 4 pupils use pencil drawings to clearly illustrate how tone and different levels of shading are used to express feelings in a drawing.
123. Pupils make good progress in both key stages. In Key Stage 1, they use their knowledge of primary colours to explore secondary colour combinations by painting colour wheels and overlaying tissue paper of different primary colours.
124. In Key Stage 2, pupils in Years 3 and 4 learn to improve their style of drawing through very good use of musical resources. They appreciate the difficulty of drawing in good proportions. Through appropriate emphasis on this aspect of teaching they improve their skills in drawing a Roman soldier. They improve their use of brush strokes in producing a range of shades of one colour. In Years 5 and 6, pupils make good progress in sketching details of texture on the palm of their hands. Some adapt their work in the light of good discussion with the teacher, improving their standards in drawing in pencil and charcoal.
125. Pupils enjoy art, appreciating the importance of improving skills. They are captivated by slow, sultry music compared with fast, angry music as they try to show changes in feelings through drawings. Pupils respond positively when expected to finish work in a given time, but some forget to sharpen pencils reducing the impact of the teaching on their work. Most take a real pride in the finished product. Good visual and sound resources excite them and this motivates them to produce good work.
126. The quality of teaching is good. Lessons are well planned and this gives pupils a good sense of purpose. Teachers work productively with individuals, improving their confidence to evaluate their skills. Very good use of music in Years 3 and 4 helps pupils to express mood and feelings in the shape of pencil lines they produce. Teachers have high expectations, showing them how to produce the desired effect in response to music through very good demonstration. A particularly good introduction to the lesson in one class drew gasps of wonder at the effect the teacher produced. Excellent clarity in explaining the work results in pupils taking great care to draw in correct proportions. Work on display shows the use of collage to illustrate Victorian characters, with very good line drawings of artefacts from the period. Display shows sound progression in one medium as each class has produced a collaborative collage representing a favourite poem.

126. **Design and technology**

127. Significant improvements have been made since the last inspection, particularly in the organisation and development of the subject. A member of the senior management team initially took on the role of co-ordinator, with the assistance of a Key Stage 1 teacher, and successfully handed over subject co-ordination. A well-structured scheme of work has been introduced this term, which sets out guidance for teachers' planning on a two-year cycle. It promotes good, developmental progress in techniques and skills for each age-band of pupils and provides appropriate opportunities for them to work with a

range of materials and components. A very good system of assessment has been developed in association with the scheme of work. The co-ordination team monitors teachers' plans effectively and provides appropriate support. Some members of staff still lack confidence and subject expertise. Resources are adequate for the first year's planning of the new scheme of work.

128. Pupils make good progress overall at both key stages. In a Key Stage 1 class pupils offer a realistic range of ideas about how to join the carriages of a model cardboard train, based on prior knowledge of materials. Pupils in Year 4 evaluate knowledgeably the components for joining card with accuracy and strength. In Years 5 and 6 pupils pay attention to the finish and function of a pizza box and modify the prototype box with rigour.
129. Pupils demonstrate a positive response to learning new techniques and to designing and making. They make enthusiastic contributions to discussion, work co-operatively and share ideas. Pupils persevere when tasks are difficult and strive for accuracy and quality of finish in their product. They organise themselves and the materials required sensibly.
130. The quality of teaching is good. Lesson planning, preparation and organisation is thorough. Pupils are grouped appropriately. Lessons are paced well to give pupils opportunities to explore materials, to form ideas and to evaluate products. Good interaction frequently leads to exciting learning outcomes. Clear instructions are given in lessons, so that pupils understand the task. Pupils with special educational needs are given appropriate additional support if required.
130. **Geography**
131. Only one lesson was observed in each key stage during the inspection. Evidence was gained from talking to staff and pupils, looking at pupils' work in their books, folders and on display around the school, and a scrutiny of teaching and curriculum plans. Standards have been maintained since the last inspection, with more challenging work being organised for higher attaining pupils, particularly in their use of mapping and other practical fieldwork skills. Pupils' enquiry and information retrieval skills are now more effectively developed by providing more opportunities in Years 5 and 6 to research information on the local environment.
132. Overall pupils make sound progress throughout the school, including those with special educational needs and those for whom English is an additional language. They make good progress at Key Stage 2 in aspects of mapping skills and in their knowledge and understanding of such geographical themes as 'rivers' and 'settlement'. Key Stage 2 pupils have a good awareness and understanding of geographical and historical features of the local Stamford area.
133. The youngest pupils in Key Stage 1 begin to develop their mapping skills by making a map of their journey to school. They begin to know and use appropriate geographical vocabulary when describing how they get to school each day. These skills are then built on effectively in Years 1 and 2, with pupils using local maps to follow directions on their routes to school and to local facilities such as the shops. Pupils make plans of their journey to the park showing which direction they take. They use simple drawings as symbols to represent features on their plans. These skills are developed further with pupils making a treasure island map, using suitable symbols to locate a church or woods. Their knowledge and understanding of different places is promoted by their

interest in the 'travels' of Barnaby Bear from whom classes 'receive' cards to show the different places he has visited. Pupils' mapping skills are extended well in Key Stage 2 with Years 3/4 pupils beginning to use two-figure co-ordinates accurately to locate the river on a local map. Years 5 and 6 pupils use maps of other parts of the world effectively, for example St. Lucia, or a world map to show the location of the main rivers. They extend their knowledge and use of co-ordinates from four to six figures. Pupils broaden the range of mapping symbols which they use to locate some of the main features, for example when following the course of the River Welland on a local Ordnance Survey map.

134. Geographical fieldwork skills and pupils' understanding of such environmental issues as pollution are developed well through residential and day visits. Year 6 pupils have a good knowledge and understanding of rivers. They know and use accurately specific geographical terminology, such as "erosion" and "attrition". Pupils describe how they used sticks to drop into the River Welland to measure how its speed of flow changes. Year 6 pupils name accurately some of the main parts of the river, including "source" and "mouth" and describe how river pollution affects wildlife and such activities as fishing. Years 5/6 pupils describe how people in the local community use their leisure time and know what facilities are used locally for recreational and leisure activities. They know how the requirements of activities differ, with some needing 'formal' facilities while others do not need specific, 'formal' facilities. Pupils show an increasing knowledge and understanding of different settlements and locations in the world, for example St. Lucia. They know and describe some of the weather differences between different parts of the world, for example 'deserts' and 'tropical rain-forests'. However, their knowledge and understanding of how some of these differences affect people's daily lives, for example in transport and working opportunities, are not fully developed.
135. In talking to pupils, and in the two lessons observed, they have a positive approach to their work. They clearly enjoy such practical activities as measuring river flow and looking at aspects of the local area. Pupils are keen to learn more about their town and to compare their lives with those of other people in this country and around the world. They work well in groups, for example when Years 5/6 pupils discuss their ideas on local leisure and recreational opportunities. Pupils generally listen and show respect for one another's opinions, although their exuberance in wanting to make their views known sometimes creates difficulties for others.
136. There is not sufficient evidence to make a secure overall judgement on the quality of teaching, although inspection evidence shows some good quality aspects which are promoting progress, particularly at Key Stage 2. A scrutiny of teachers' planning shows that they plan well to cover all the required aspects and build on previous work effectively to develop pupils' skills, for example in map work. Teachers make appropriate assessments, particularly at the end of units of work, and these are used to check on pupils' progress and inform future plans, for example on how well the work meets the needs of higher and lower attaining pupils. Although the school has recently received some new geographical software, teachers do not use information and communication technology effectively to support pupils in their work.
136. **History**
137. Since the last inspection an enthusiastic and well-informed co-ordinator has been appointed. Significant improvements have been made on issues identified in the last report. A good scheme of work has recently been introduced to provide detailed support for teachers' planning on a two-yearly cycle. It provides a good directive for progress in

the key elements of historical enquiry from reception to Year 6. Teachers plan effectively to achieve the required learning outcomes and depth of study. A very good system of assessment has been developed to link in with the scheme of work. Appropriate assessment is made for individual pupils at the end of each study unit.

138. Observations were limited to one Key Stage 1 lesson and two at Key Stage 2. In the Years 3/4 lessons, pupils listened and responded enthusiastically to the story-telling and explanations of an excellent professional actor/historian dressed as a Roman soldier. Some judgements are, therefore, based on a scrutiny of pupils' work, including work from the previous academic year, discussions with pupils and teachers, and scrutiny of teachers' records and planning documents.
139. Pupils, including those with special educational needs, make sound progress at both key stages. In Years 1 and 2 pupils recognise differences between the past and nowadays in response to a video showing transport ninety years ago. Years 3 and 4 demonstrate a basic understanding of historical facts of the Roman era. A Year 6 pupil's written work exhibits very good research into child deaths during Victorian times.
140. From the lessons seen, pupils demonstrate a good response to the subject. They show enjoyment of the topics, listening intently and eagerly participating in answering questions.

140.

Music

141. The school has maintained the standards found in the previous inspection. Pupils make good progress at both key stages in performing and composing, but there is insufficient evidence to make secure judgements about their progress in listening and appraising. Pupils know many songs and hymns from memory, such as 'Kum ba yah' and 'All the nations of the earth'. They perform them tunefully with clear diction and with appropriate regard to tempo, in acts of collective worship and school concerts. They listen to pieces from a variety of times and cultures before and after acts of collective worship.
142. Pupils in Years 1 and 2 clap a steady four beat rhythm and correctly identify three different tempos. They sing rhymes such as 'Who will dare steal a sound from Mrs Bear?' to help them to learn the names of a range of untuned percussion instruments and how to play them. In Years 5 and 6, the pupils use tuned and untuned percussion instruments to tell the 'Creation story' and demonstrate their understanding of 'crescendo' and 'diminuendo'. All pupils in Key Stage 1 learn to play the recorder and many continue to do so in Key Stage 2. Older pupils accompany singing in acts of collective worship well and successfully maintain two parts. A good number of Key Stage 2 pupils also learn to play the guitar, clarinet, flute, violin or keyboard with visiting teachers, for which their parents pay. Many pupils competently read traditional notation. There is insufficient evidence to make secure judgements about the quality of teaching at Key Stage 1, but in one lesson observed it was sound and in the other, it was good.
143. All lessons observed at Key Stage 2 were taught by visiting teachers and the quality was consistently good. The teachers have very good knowledge of their instruments and manage the pupils well. Good use is generally made of time. The pupils receive good information about how they may improve during the lesson and sound use is made of homework to reinforce and extend what is learned in school. There is no evidence of pupils using computer programs to compose pieces of music, or to research information about the subject. The pupils' speaking and listening skills are developed when they describe the musical atmosphere they are trying to create. Skills in numeracy are used

to support learning in music, for example when Years 1 and 2 pupils count beats. The subject is used well to promote the pupils' spiritual, moral, social and cultural development. Some pupils in Key Stage 2 take part in the Stamford carol concert and the Grantham recorder festivals. Pupils in Years 5 and 6 visit local homes for the elderly and perform for the residents. All pupils take part in an end of year and Christmas concert, and those in Key Stage 2 also perform in an annual musical with choir. Musicians such as Mike Fenton come into school to give performances and the pupils regularly visit Stamford Arts Centre to listen to the Peterborough Youth Orchestra.

143. Physical education

144. During the inspection, the focus was on pupils' performance in games, gymnastics, swimming and dance. Overall, standards have been maintained since the last inspection with particularly high standards being achieved in swimming. Pupils are not withdrawn from physical education lessons to receive additional support in other subjects, as reported at the last inspection. Pupils, including those with special educational needs, make sound progress in developing their skills. They make good progress in swimming and in aspects of gymnastics.
145. At Key Stage 1, pupils move around the hall well using a broad range of travelling movements. They develop a good variety of different jumps, both on the floor and off the apparatus. Pupils show increasing control in both their take-off and landing positions, particularly when jumping from apparatus. They use changes in speed and height effectively. Pupils are beginning to link a sequence of three jumps together, although changes in direction, for example rotating during a jump, are not always consistently controlled well. Pupils are developing an appropriate awareness of the need to use space carefully, especially when working closely together with others in the class.
146. At Key Stage 2, pupils make sound progress in developing a dance sequence linked to a musical beat. They begin to use different body parts effectively, for example hand movements, and to vary the speed and direction of movements, for example jumps to emphasise the rhythmic beat. Years 3/4 pupils demonstrate sound skills in dribbling and passing, in both football and hockey activities. They use an increasing awareness of correct techniques, for example foot position in using a push pass in football. Pupils co-operate well in team and group activities. They are aware of the need to use their skills accurately to help others in partner or team play, for example by passing the ball straight to their partner's foot in a football activity. Year 4 pupils demonstrate high standards for their age in swimming. They use good backstroke technique when practising their skills or in competitive team relay activities. Higher attainers use good quality leg-kick techniques and a good body position to achieve an efficient and fast stroke. Lower attaining pupils use floats well to improve their body position in the water and develop more effective use of their legs in achieving greater speed.
147. Pupils have a positive and enthusiastic approach to physical education. They clearly enjoy physical activity and work hard. They sustain a high level of effort and are keen to improve their skills and achieve success. Pupils work well together, for example in Years 3 and 4 games activities or creating a dance sequence in Years 5 and 6.
148. The overall quality of teaching is good, and frequently very good, at both key stages. It is never less than sound. Teachers organise well and have a very good relationship with their pupils which enables them to encourage an enthusiastic involvement. They use good subject knowledge to improve the quality of pupils' performance, for example

to demonstrate the correct technique in a Year 4 swimming lesson or to point out to a Year 2 pupil how a particular jump in a gymnastics sequence could be controlled more effectively. Teachers maintain a good pace to lessons by frequently changing activities to challenge pupils to extend or use their skills, for example in competitive team activities in games or swimming. Where teachers effectively involve pupils in evaluating the quality of their own work or that of others, they promote higher standards. This was clearly seen in a Years 1/2 lesson when groups were selected to demonstrate their gymnastics sequences and others were encouraged to suggest ways in which the quality could be improved. However, this was not used frequently and teachers did not consistently evaluate pupils' performance to indicate ways in which standards could be raised. Teachers use support staff appropriately and control classes well to ensure that pupils are supervised effectively, particularly when accommodation problems, for example condensation in the swimming pool, create difficulties in observing all aspects of the activity.

149. The range of physical activities is supported effectively by a good range of extra-curricular activities. Football coaching, organised in co-operation with Peterborough United Football Club, positively encourages pupils' involvement and promotes standards. Other clubs, such as netball, rounders, cross-country and country dancing, all enhance the range of activities offered to pupils. Competitions against other local schools in football and netball tournaments, rounders rallies, cross-country and athletics meetings, in addition to the school's own sports day and swimming gala, all provide further opportunities for pupils to extend their skills.

149. **PART C: INSPECTION DATA**

149. **Summary of inspection evidence**

150. The team consisted of five inspectors, including a lay inspector, who spent a total of 19 inspector days in school. The inspection team:

- spent over 65 hours observing 79 lessons and reviewing children's work;
- attended a sample of registration sessions;
- attended assemblies;
- observed pupils' arrival at and departure from school;
- observed all teachers at least once and most several times;
- had discussions with the headteacher, teaching and non-teaching staff, the Vice-Chair of Governors, other governors and support staff working within school;
- reviewed all the available written work of a representative sample of three pupils from each class and heard these and other pupils reading;
- held informal discussions with many pupils;
- analysed a large amount of documentation provided by the school both before and during the inspection including: the school prospectus; school policies; the Governors' Annual Report to Parents; minutes of governors' meetings; financial statements; the school development plan; subject policies and planning; pupils' records and reports, including those for pupils with special educational needs; the previous inspection report and action plan;
- held a meeting attended by 20 parents and considered 57 responses from parents to a questionnaire asking about their views of the school.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	324	3	74	4

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	11.2
Number of pupils per qualified teacher	29

Education support staff (YR- Y6)

Total number of education support staff	8
Total aggregate hours worked each week	82.25

Average class size:	29
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Financial data

Financial year:	1998/99
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	£
Total Income	445276
Total Expenditure	428238
Expenditure per pupil	1338
Balance brought forward from previous year	6000
Balance carried forward to next year	23038

PARENTAL SURVEY

Number of questionnaires sent out:

252

Number of questionnaires returned:

57

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	49	47	2	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	53	43	0	4	0
The school handles complaints from parents well	28	49	18	5	0
The school gives me a clear understanding of what is taught	33	51	7	7	2
The school keeps me well informed about my child(ren)'s progress	37	57	0	4	2
The school enables my child(ren) to achieve a good standard of work	39	55	4	0	2
The school encourages children to get involved in more than just their daily lessons	35	56	9	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	23	56	9	12	0
The school's values and attitudes have a positive effect on my child(ren)	47	47	6	0	0
The school achieves high standards of good behaviour	35	53	8	4	0
My child(ren) like(s) school	44	52	4	0	0