

INSPECTION REPORT

Holy Trinity CE Primary School
Cookham

LEA area : Windsor and Maidenhead

Unique Reference Number : 109961

Inspection Number : 193363

Headteacher : Mr D Oakden

Reporting inspector : Mrs V A Mason
10598

Dates of inspection : 1-4 November 1999

Under OFSTED contract number: 706989

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 : | Voluntary Controlled |
| Age range of pupils : | 5 - 11 |
| Gender of pupils : | Mixed |
| School address : | School Lane Cookham Maidenhead Berkshire SL6 9QJ |
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| Appropriate authority : | The Governing Body |
| Name of chair of governors : | Revd. Canon D Rossdale |
| Date of previous inspection : | 30 April – 2 May 1996 |

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|-----------------------------|---|---|
| Mrs V Mason RgI | Mathematics Information technology Geography History | Attainment and progress Teaching Leadership and management Efficiency |
| Mrs J Baxter, Lay Inspector | | Equality of opportunity Attendance Support, guidance and pupils' welfare Partnership with parents and the community |
| Mrs V Emmett | Science Design and technology Art Physical education | Curriculum and assessment Staffing, accommodation and learning resources |
| Ms G Wiles | English Music Religious education | Special educational needs Attitudes, behaviour and personal development Spiritual, moral, social and cultural development |

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MAIN FINDINGS

What the school does well

- The teaching is good. Lessons are well planned to be interesting and provide the right level of challenge that leads to good progress and high standards amongst all pupils.
- The school provides a broad and rich curriculum that contributes well to pupils' personal growth and development.
- The headteacher, staff and governors provide strong leadership and create an excellent ethos where relationships are very good, pupils are valued as individuals and there is a strong support for learning.
- The arrangements and provision for pupils with special education needs enable them to be fully integrated into school life and make good progress.
- The school is successful in fostering an excellent partnership with parents and the community

Where the school has weaknesses

There are no major weaknesses for the school to address, but some minor weaknesses have been identified:

- Teachers' assessments of pupils' work do not tie in strongly enough with the criteria that describe achievement at each level of the National Curriculum.
- When planning their science lessons teachers do not give enough emphasis to ensuring that pupils learn how to make predictions and evaluate them when they are engaged in experimental work.
- More artefacts and books are required for religious education and some maps for use in geography need updating.

The school has many strengths and only a few minor weaknesses. In this context, the governors will consider these minor points for improvement as a basis for an action plan. A copy of this action plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made significant improvements in its provision since the last inspection. It has addressed successfully all of the key issues identified at that time. Standards in information technology and physical education are higher than they were then and the curriculum now meets statutory requirements and provides pupils with a rich learning experience that allows them to flourish and develop their talents and interests. Teaching is better than at the time of the last inspection: lesson planning has improved and the needs of pupils of different abilities are now well catered for so that they all make good progress and achieve high standards across the range of subjects. Considerable successful work has been undertaken to develop the provision for pupils with special educational needs and this is now one of the school's major strengths. Most of school's long-term goals to improve the accommodation and site have been achieved and new buildings and improvements to the grounds provide a good learning environment for the pupils. Monitoring to evaluate the quality of teaching and learning, and strategies to evaluate the impact of spending on the quality of education and standards, have been introduced. The school makes good use of the information gathered to determine where further improvements may be made. The quality of leadership and the very effective teamwork in the school mean that it is very well placed to sustain its development.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

| Performance in | Compared with all schools | Compared with similar schools <i>i.e. those with less than 8% of the pupils eligible for free school meals</i> |
|----------------|---------------------------|---|
| English | A* | A |
| Mathematics | A | B |
| Science | A | A |

| Key | |
|---------------------------|---|
| <i>well above average</i> | A |
| <i>above average</i> | B |
| <i>average</i> | C |
| <i>below average</i> | D |
| <i>well below average</i> | E |

A* - pupils' performance is in the top 5 per cent of all schools

The pupils' performance in the 1999 tests for eleven-year-olds in English, mathematics and science was well above the average for all schools nationally, notably so in English, where all pupils reached the level expected for their age and almost a half exceeded this level. The pupils' results also compare very favourably with those of pupils in schools that have similar characteristics. The work pupils were doing during the inspection confirmed these high standards.

In the tests for seven-year-olds, pupils' performance in reading and writing was above the national average, whilst in mathematics, it was in line with the national average. The standards achieved by the pupils in reading were about the same as those of pupils in similar schools, but were much higher than this in writing. In mathematics, pupils did less well than those in schools with a similar intake. These results reflect the wide-ranging ability of the particular cohort. The standard of work seen in English, mathematics and science in the current Year 2 was better than usually found amongst pupils of this age. The standard of reading, writing and mathematics reflects the school's above average test results of previous years.

In information technology, overall standards amongst the current Year 2 and Year 6 pupils are in line with those expected nationally at the ages of seven and eleven. Pupils do well in religious education and reach standards above those set by the locally Agreed Syllabus.

Of the other subjects, standards are notably good in art and design and technology. The older pupils achieve good standards in geography, history and physical education.

Quality of teaching

| Teaching in: | 5 - 7 years | 7 - 11 years |
|------------------------|-------------|--------------|
| English | Good | Good |
| Mathematics | Good | Satisfactory |
| Science | Good | Satisfactory |
| Information technology | Good | Good |
| Religious education | Good | Good |
| Other subjects | Good | Good |

Teaching was very good or excellent in almost one-quarter of the lessons seen; it was good in almost a half and satisfactory in the remainder, with the exception of one music lesson where there were some weaknesses. In all classes and in all subjects there were examples of good or very good teaching.

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

Other aspects of the school

| Aspect | Comment |
|---|---|
| Behaviour | Pupils behave very well. They try their best in lessons and act responsibly. They have good self-esteem and show high levels of care and respect for each other. |
| Attendance | Attendance and punctuality are very good. |
| Ethos* | The ethos is excellent and permeates the school. Support for learning is strong; relationships are very good; pupils are valued as individuals. |
| Leadership and management | The school is very well led and managed. The headteacher, staff and governors form a strong team and work together very effectively to continue to develop the school. |
| Curriculum | The curriculum is broad and extra-curricular activities and visits enrich the pupils' learning experiences. |
| Pupils with special educational needs | The school identifies pupils with individual needs and provides very well for them, so that they are able to play a full part in school life. |
| Spiritual, moral, social & cultural development | A notable strength of the school. Provision for pupils' spiritual and cultural development is very good. The good role models of staff and a corporate approach to promoting the school's aims and values help pupils to develop a mature understanding of their social and moral responsibilities. |
| Staffing, resources and accommodation | Good overall. The new buildings and improvements to the grounds provide a very good learning environment. Resources are good overall, but more artefacts and books are needed for religious education, and some of the maps used in geography are out-dated. |
| Value for money | The school provides very good value for money. It manages its finances very well to provide a good quality of education, which leads to high standards by the time pupils leave the school at the age of eleven. |

* *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">• Parents are encouraged to play an active part in school life• The staff are very approachable• Their children are valued as individuals• Pupils with special educational needs are well integrated into school life and given good support | <ul style="list-style-type: none">• Insufficient detail about what their children are• The younger children stay too long on one• Some concerns about class sizes (Key Stage 2) |

The inspection team agrees with the strengths identified by the parents. Inspectors found the arrangements for teaching the mixed age classes in Key Stage 1 to be good and work to be well planned to meet pupils' individual stages of development. Teachers' planning in Key Stage 2 is also very effective and the larger size of some classes was found not to be detrimental to pupils' progress. The teachers maintain accurate records of pupils' progress in reading and inspectors consider that staff make well-considered judgements about when pupils are ready to move on to a new book. The inspection team also considered the information, both in writing and through meetings, about the curriculum and the way it was taught to be generally good.

KEY ISSUES FOR ACTION

There are no key issues for the school to address, but in the context of its many strengths, the following points for improvement should be considered as the basis for an action plan:

Ensure teachers take better account of the criteria that describe achievement at each level of the National Curriculum so that their assessments more accurately reflect pupils' achievements. (*Ref para 8, 40, 91, 100, 101*)

Give more emphasis to aspects of prediction and evaluation in experimental work in science (*Ref para 14, 28, 102*)

Provide more artefacts and books to support the teaching of religious education and improve geography resources by replacing out-dated maps. (*Ref para 69, 116, 131*)

INTRODUCTION

Characteristics of the school

Holy Trinity School was founded in 1858 on its present site, in the village of Cookham. The children who attend come from a wide area, including the village. The school is smaller than most primary schools, with 190 boys and girls aged between 5 and 11 on roll. There are more boys on roll; although the numbers are reasonably balanced in most classes, a Y1/2 class has twice as many boys as girls, and in Year 6 there are three times as many boys as girls. Children are admitted to the school in the term after their fifth birthday.

Pupils come from a variety of backgrounds, but most come from socially advantaged homes; only two per cent are eligible for free school meals, which is much lower than the national average. Almost all pupils are of indigenous ethnic origin; four per cent come from homes where English is not the first language, but these pupils are fluent in English. Almost all the pupils have some pre-school experience and they enter the school with pre-reading and numeracy skills that are average or above. The school has identified 26 pupils as requiring additional support for their learning. Their needs are varied, but include requiring support for physical disabilities, dyslexia and autism. There are six pupils at Stage 3 and above of the Code of Practice¹ and three pupils have statements of special educational need.

The school's aims are to help each child:

To develop a lively, enquiring mind, well motivated to achieve to his or her potential;

To acquire knowledge, skills and understanding appropriate to the child's age and ability, which are relevant to a multi-cultural and technological society;

To use language and number skills effectively;

To appreciate human achievements and aspirations;

To be interested and involved as members of the community;

To show consideration and respect for other people and for the environment;

To develop a knowledge and understanding of religious and moral values and tolerance of other cultures;

To develop a sense of self-respect and independence and respond to new ideas with an open mind.

4 The school's major priorities for 1998/99 are concerned with:

Development of teaching and learning

Updating curriculum plans

Development of literacy and numeracy strategies

Developing the use of information technology

Pupils' social development

Continuation of improvements to the premises

In line with statutory requirements, the school has set targets for the pupils' performance:

Percentage of pupils to achieve Level 4 or above in the statutory tests for eleven-year-olds in English and mathematics – Year 2000 : 92 per cent; Year 2001 : 94 per cent; Year 2002 : 97 per cent in English and 93 per cent in mathematics.

¹ 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 appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

Stages of special educational need range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

Key Indicators

Attainment at Key Stage 1²

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

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 1999 | 22 | 11 | 33 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|----------|-------------|
| Number of pupils at NC Level 2 or above | Boys | 18 | 20 | 19 |
| | Girls | 11 | 11 | 11 |
| | Total | 29 | 31 | 30 |
| Percentage at NC Level 2 or above | School | 88 (100) | 94 (100) | 91 (100) |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teacher Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 2 or above | Boys | 17 | 18 | 21 |
| | Girls | 11 | 11 | 11 |
| | Total | 28 | 29 | 32 |
| Percentage at NC Level 2 or above | School | 85 (97) | 88 (93) | 97 (55) |
| | National | 82 (81) | 86 (85) | 87 (86) |

Attainment at Key Stage 2³

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

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 1999 | 12 | 18 | 30 |

| National Curriculum Test Results | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Number of pupils at NC Level 4 or above | Boys | 12 | 11 | 10 |
| | Girls | 18 | 18 | 18 |
| | Total | 30 | 29 | 28 |
| Percentage at NC Level 4 or above | School | 100 (93) | 97 (86) | 93 (100) |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teacher Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 4 or above | Boys | 9 | 10 | 10 |
| | Girls | 18 | 18 | 17 |
| | Total | 27 | 28 | 27 |
| Percentage at NC Level 4 or above | School | 90 (82) | 93 (79) | 90 (82) |
| | National | 68 (65) | 69 (65) | 75 (72) |

Attendance

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

| | | % |
|----------------------|---------------------------|-----|
| Authorised Absence | School | 4.6 |
| | National comparative data | 5.7 |
| Unauthorised Absence | School | 0.0 |
| | 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 | 24 |
| Satisfactory or better | 98 |
| Less than satisfactory | 2 |

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

6 Pupils' performance in the statutory tests in reading, writing and mathematics at the end of Key Stage 1 has been better than in most schools in each year between 1996 and 1998. Although the overall results were still good in 1999, the range of abilities of this particular group of children was wider than had been the case in previous years. This is reflected in the test results: some pupils did not reach the standard expected of seven-year-olds (whereas in 1998 all pupils did), whilst at the same time the proportion of pupils exceeding the national standard in reading and writing was much higher than in 1998. The average scores, calculated from this range of achievement, were well above the average for all schools nationally in reading and writing, and in line with the average in mathematics. Pupils at Holy Trinity did better in writing than pupils in schools whose intake is similar in nature, whilst in reading their performance differed little from the average for such schools. In mathematics their average score was lower than that of similar schools.

7 Pupils who took the tests in 1999 are currently in Year 3. The standard of work seen in this class reflects the test results, and confirms that the ability range in this class is wider than in other classes in the school. In particular, a small, but significant, minority is immature for their age and is slower to settle to work than others in the class.

8 At the end of Key Stage 1 there are no statutory tests in science; assessment is carried out by the teachers. In 1998, on the basis of their teachers' assessments, the standards achieved by pupils at Holy Trinity were found to be much lower than in most schools nationally and well below those achieved by pupils in schools with a similar intake. In 1999 the teachers' assessments indicated that the proportion of pupils reaching the expected standard was higher than in most schools, but very few pupils were assessed as exceeding this standard. In both 1998 and 1999 the teachers' assessments of pupils' performance in science did not reflect the much higher standards that these pupils achieved in English and mathematics. The standard of science work seen in all classes during the inspection was good and this suggests that the teachers were not sufficiently accurate in using the criteria that describe achievement at each level of the National Curriculum. The school comments that staff have taken an over-cautious approach in deciding levels when assessing pupils' work in science.

9 Pupils' performance in the Key Stage 2 statutory tests in English, mathematics and science has increased at the same rate as nationally and has been consistently well above the national average since 1996. In 1999, in all three subjects the proportion of pupils exceeding the level expected at the age of eleven was much higher than in most schools. Pupils' performance in all three subjects was also above the average of schools with similar characteristics, notably so in English and science. The school has set realistic targets for pupils' performance in the English and mathematics tests for each year to 2002, based on assessment data and past trends. The 1999 targets were exceeded in English and reached in mathematics.

10 In the tests at both key stages the comparative performance of boys and girls has varied from year to year, but overall differences in their performance are not significant. In the work seen during the inspection there were no evident differences between boys' and girls' achievements.

11 The standard of work of the current Year 2 and Year 6 pupils in English, mathematics and science is above average for pupils' ages, notably so in English in Year 6, where high standards are achieved. Pupils in Year 2 and Year 6 are on course to achieve the national standard in all three subjects by the end of the year and many should reach a higher level.

12 Throughout the school pupils make good progress in literacy and their skills are well developed. The very well organised support for the slowest learners and those with special educational needs in Key Stage 1 means that very few continue to have difficulties in reading and writing that handicap their work in other subjects by the time they reach Key Stage 2. Throughout the school the pupils' very good behaviour in lessons means that they listen well and are able to follow a discussion and contribute their ideas. They are confident and articulate speakers and the

older pupils are sophisticated in their use of language when expressing their views. They use words precisely and show a mastery of technical vocabulary in subjects such as science, mathematics and geography. Throughout the school pupils read well, and by the end of Key Stage 2 standards are high. Pupils read with fluency and accuracy and use their skills well across the curriculum. Reading skills, such as skimming and scanning, are well developed amongst the older pupils and serve them well when reading to gather information in subjects such as history and geography. Standards in writing are also high. Spelling is mostly accurate and handwriting is generally very good. Writing is used extensively for many purposes across the curriculum, but particularly in history, where pupils write imaginatively and adapt their writing to suit different purposes.

13 Pupils' numeracy skills are well developed. As a result of the greater attention now given to oral and mental work, pupils are steadily increasing their speed of recall of number bonds and multiplication facts, and are developing a range of methods to calculate in their heads. Pupils' knowledge and understanding of shape and space are good. They are particularly skilled in handling data, and apply these skills very effectively in other subjects, such as geography and science.

14 Progress in science is satisfactory. By the age of seven, pupils have a good understanding of the properties of a wide range of familiar materials, and are knowledgeable about living things. By the end of Key Stage 2, pupils' knowledge and understanding across all areas of science are above average. They know how to plan an investigation to make tests fair, but are less skilled in making predictions and evaluating them at the end of their experiments because teachers give too little emphasis to this aspect of science.

15 In all year groups pupils are making good progress in developing their skills and capability in information technology. This represents a significant improvement since the last inspection and is the result of the school taking appropriate action to address weaknesses in the curriculum and teaching. By the end of Year 2 and Year 6, pupils now reach the standards expected for their age, although attainment in different aspects of the work varies. Pupils have much more experience in word processing and data handling and standards in these aspects are higher, for example, than in aspects that relate to controlling devices, where the work they have covered is more limited.

16 Pupils make good progress in religious education and achieve standards at the age of seven and eleven above those set out in the Agreed Syllabus. A major strength is the way in which pupils are able to engage in high level discussions about the key features of different faiths and religions.

17 In all other subjects pupils make at least satisfactory and often good progress. Pupils achieve particularly well in art, where some of the work based on first hand observation is impressive. Standards in design and technology are good and the quality of the finished products is high. In geography and history pupils achieve the standards expected for their age in Key Stage 1, but in Key Stage 2 the standard of work is higher. The older pupils are particularly skilled in enquiry. In music, standards are average overall, but are better in singing, where pupils sing with good control and pitch. In physical education standards are as expected for pupils' ages in Key Stage 1; in Key Stage 2 attainment is good: pupils have well-developed technical skills in games and in dance. Swimming was not seen during the inspection, but teachers' records show that almost all pupils reach the National Curriculum benchmark of being able to swim 25 metres, and many achieve much higher standards.

18 Standards in many of the foundation subjects have improved since the last inspection. This is the result of better planning. Teachers now plan more effectively: they make much clearer what they intend pupils to learn and give greater attention to setting work at levels suited to pupils' stages of development. This means that all pupils are able to learn and make progress at a speed suited to their capabilities. This has been particularly effective in ensuring that pupils with special educational needs make good progress, and has addressed the weakness identified in the last inspection, of some of the brightest pupils not having sufficient challenge. There is no longer underachievement amongst these pupils.

Attitudes, behaviour and personal development

19 Pupils are very positive about school. They are well motivated in lessons, particularly when they are posed challenging questions and tasks. They offer their views and opinions confidently. A key quality that emerges across

all classes is pupils' capacity to contribute readily, in the knowledge that their views and ideas will be valued. They usually listen carefully to the teachers during oral sessions and settle down quickly to work individually or in groups.

It is rare to see any time-wasting activities or talk that is unrelated to the work in hand. Most pupils can concentrate for a long period and are able to persevere when they encounter difficulties. Pupils try their best and generally take pride in their written work. They show good levels of independence with little recourse to the teacher when, for example, they organise their work. Their positive attitudes and good motivation are significant factors in the school's success.

20 Behaviour is very good. Pupils demonstrate high levels of self-discipline and respond appropriately to the routines and expectations of different subjects within and outside the classroom. In Year 3, however, some pupils are immature for their age and are not as self-disciplined as the vast majority in the school. They are sometimes noisy and occasionally disruptive in class, but their behaviour at other times is good. The playground at breaks and lunch times is a place of happy and harmonious play. Particularly striking is the quality of self-control demonstrated by the majority, and the maturity exhibited by most pupils towards each other. Pupils have well-developed social skills and a strong sense of moral responsibility. They are well aware of the way they are expected to behave and of the need to co-operate and help to make the school a happy place. They comment that instances of unkindness or bullying are rare. They have complete confidence in the staff to help them resolve any disputes. They work well together, because they are aware of, and respond positively to, the ground rules for effective group work. Their response to the school's system of rewards and sanctions is good and they try hard to get their names into the 'gold book' for good work and good behaviour. The school has never found it necessary to exclude a pupil. Parents are proud of their children's reputation in the local community for their courtesy and good behaviour when involved in visits or in church.

21 Pupils willingly take responsibility when asked. They relate to one another, to adults and visitors with courtesy and kindness and show a marked respect for the values and beliefs of their fellow pupils. For example, in a religious education lesson they were polite and interested listeners when pupils of other cultures and those holding different faiths discussed their religious beliefs. Pupils value the secure climate created by teachers in lessons and circle time which gives them the freedom to share and express feelings. From discussion with pupils, it is clear that they admire and respect their teachers and each other and feel supportive of one another. They show a maturity beyond their years in the way in which they value and respect each others' aptitudes and take care to ensure that their classmates with special educational needs are fully involved in activities and play.

22 A number of the school's aims are concerned with helping pupils to develop consideration, respect, tolerance, a sense of community, responsibility and independence. These aims are well met in practice and pupils' personal development is very good. The personal development of pupils in Key Stage 1 mainly occurs in the classroom. They learn to be independent workers, take messages, learn how to respond to other pupils, to share and to give generously of their comments to boost self esteem and help others to feel a sense of belonging. In Key Stage 2 the many extra-curricular sporting activities and competitions encourage teamwork and the responsibilities that come with being a representative of the school. Pupils have a strong sense of citizenship, developed, for example, by their active involvement in local environmental projects, such as keeping the local nature areas free of litter. Pupils are sensitive to the needs of others and offer support through, for example, charity collections and harvest giving. By Year 6 pupils have developed a strong sense of social and moral responsibility and have good levels of self-esteem and independence. Parents are particularly appreciative of the opportunities for their children's personal growth that occur in the residential visit. They comment that their children return from this visit with increased independence and confidence to take initiative.

Attendance

23 A consistently high rate of attendance, which is well above the national average, has been maintained since the last inspection. There has been little or no unauthorised absence over the same period.

24 The school discourages the practice of taking holidays during term-time. Most parents agree with this philosophy and adhere to it, understanding that periods of absence can disrupt their children's education and progress. The attendance registers for the current academic year, however, show that a small number of pupils have already been absent this term on family holidays.

25 Pupils come punctually to school each day. They arrive enthusiastically and start their day purposefully in anticipation of the hard, but enjoyable, work they know is expected of them.

QUALITY OF EDUCATION PROVIDED

Teaching

26 The overall standard of teaching is good in both Key Stage 1 and Key Stage 2. Of the lessons seen almost one-half were good and a further quarter were of a very high quality. In the remaining quarter the teaching was satisfactory, with the exception of one music lesson. In this, there were some weaknesses in the way a taped programme was used, which resulted in a lack of coherence to the lesson. This overall quality of teaching represents a significant improvement from the last inspection when it was judged to be satisfactory overall, but with weaknesses in some 12 per cent of lessons. The improvement is largely the result of better planning: teachers now plan and prepare their lessons thoroughly by identifying precisely what they intend pupils to learn. They group the pupils carefully and provide tasks to match the stage of development of each of these groups. They time activities carefully so that the pace is sharp, but each group has time to complete the task properly. This results in all pupils making good progress. Teachers also take exceptional care to plan how the learning support assistants are to be deployed to work with the groups in the classroom. They brief the assistants fully so as to maximise their effectiveness. The progress of pupils with special educational needs is much enhanced by these arrangements.

27 The school places great emphasis on helping pupils with dyslexia to overcome these difficulties so that they are not hindered in their learning. The specialist individual teaching for pupils in Key Stage 2 is a recent development, which the school is evaluating. In the lesson observed the teaching was of a high quality and very effective in helping to develop the pupil's reading skills.

28 Good teaching was seen in all subjects and the weaknesses in teachers' knowledge and expertise, found in some subjects in the last inspection, have been rectified. Teachers' knowledge and understanding of the requirements of the National Curriculum are secure and many show particular flair and talent in their teaching across a range of subjects. Where teachers' knowledge is good and they are confident in a subject, pupils' interest is often heightened and they are motivated to do well. For example, in a dance lesson the teacher gave a high quality demonstration that inspired pupils and gave them a clear understanding of how to perform a sequence of movements. Much of the teaching in art is inspirational and is the result of the teachers' great depth of knowledge of the work and techniques of a wide range of artists and of the imaginative use of different media. In science, teachers' knowledge and understanding of the work they do with pupils are good, but they do not give enough emphasis to ensuring that pupils learn how to make predictions and evaluate them when they are engaged in experimental work.

29 A major strength of the teaching is the skill with which teachers ask questions and build on pupils' responses to engage them in discussion. This captures pupils' interest and they are totally involved. For example, in a mathematics lesson in Year 6, the teacher's questions led to discussion about the properties of quadrilaterals. Pupils bounced ideas back and forth and this resulted in success in some challenging investigative work. In a geography lesson, the teacher followed up pupils' responses to her questions very skilfully to steer pupils into discussions about conservation of water. As a result of these discussions, pupils increased their knowledge of conservation issues and acquired a deeper understanding of the way in which the world's scarce resources might be saved. The success of this approach to teaching is also due to the teachers' high expectations for pupils to behave well and take part sensibly in discussion and debate. The high quality of relationships between teachers and pupils means that, with rare exceptions, pupils meet the high standards the teachers set for them.

30 Literacy and numeracy are both taught well. Teachers' work in both guided and shared reading in the literacy hour is a key strength. They are skilled in helping the pupils to consider the text to increase their understanding of the content and how words are used to convey key concepts and meanings. Teachers have made a good start in implementing the National Numeracy Strategy. Oral and mental work feature in all lessons and pupils are helped to develop their strategies for mental calculation through considering, as a class, the various methods they have used to get their answers. The practical approach that all teachers take to teaching mathematics is a strength because the activities have meaning and relevance to the pupils.

31 Parents' comments about the amount and frequency of homework were mostly positive and the inspection findings confirm that teachers set relevant, and often very challenging, tasks to be completed at home that reinforce or extend the work in the classroom.

The curriculum and assessment

32 The school has successfully remedied the weaknesses identified in the previous inspection. The deficiencies in the provision for physical education and information technology have been addressed and National Curriculum requirements are now met in full. In the last report the arrangements and provision for pupils with special educational needs were a key issue. Improvements have been impressive and the whole area of special needs is now a success story: the recommendations in the Code of Practice are implemented well and the current arrangements for pupils on the special needs register ensure they make good progress and are fully integrated into all aspects of school life.

33 Teachers and the governing body undertook a full curriculum review following the previous inspection, and most of the school's curricular policies have also been updated more recently to take account of other changes in curricular requirements at both key stages. The school has been particularly successful in maintaining a broad curriculum that is well balanced. The national programmes of literacy and numeracy have been implemented well. In addition to the daily literacy lessons, the school has identified the need to provide opportunities for extended writing and this is well planned for in English lessons, as well as through the good attention given to different styles of writing that pupils can develop in subjects such as history and geography. A broad range of mathematical skills is applied well in mathematics and in subjects such as science, technology and geography. Cross-curricular links between subjects are a noticeable strength of the school and they serve the pupils well in learning how to apply the skills and knowledge acquired in the context of one subject to another.

34 The school is making effective use of the guidance provided by the recent publication of national schemes of work. Good attention is given to medium and short-term planning and this results in continuity and progression within and across the key stages. Teachers are using the guidance well to ensure the learning objectives of each lesson are clearly defined. Regular monitoring of teachers' planning by the headteacher and subject co-ordinators is helping to ensure that the curriculum is coherent across the school. The school's long-standing policy for able pupils is satisfactorily addressed in most subjects. The needs of pupils of different attainment in the mixed ability classes are well provided for by the provision of clearly differentiated tasks by teachers in most subjects, although the opportunities for differentiation are not always made explicit in their lesson plans, for example in science.

35 The recent introduction of teaching groups based on pupils' stages of development in literacy and numeracy in the classes at Key Stage 1 is working effectively; it enables teachers to match the tasks more closely to the narrower range of attainment in the groups. It overcomes some of the potential problems that could arise from the mixed aged classes at this key stage by enabling particularly able younger pupils to join the groups of older pupils and work on tasks that are well matched to their capabilities. The parents' concerns about the progress their children make in the mixed age classes are not well founded. Teachers take especial care to ensure that all pupils are well challenged and given a wide range of interesting tasks that increase their knowledge and understanding at appropriate rates in all subjects.

36 The statutory curriculum is extended by a programme of personal and social education at both key stages. The school is aware that it needs to undertake further work to complete its scheme of work for this aspect of the curriculum. The regular inclusion of circle time in each class makes a significant contribution to pupils' personal development; for example it provides opportunities for teachers to discuss with their pupils matters concerning behaviour and self-esteem. Sex education has been well considered by the governors and the policy was recently revised. The school appropriately introduces sex education "*at times and in contexts that are relevant to the age of the child.*" The school makes effective use of the expertise provided by outside specialists from a local organisation known as "Learning through Action" to extend the personal and social education programme to include drugs education. The extensive use of role-play by the visiting tutors in their work with each class enables pupils to explore their feelings and learn how to develop personal skills in the context of sensitive issues that could confront them outside school. The in-service training sessions provided by these visiting specialists are enhancing the teachers' knowledge and skills and helping to widen the work that teachers undertake in circle time. The organisation of

sessions on drug education for parents also serves to keep them well informed about the curricular experiences of their children.

37 The curriculum is much enriched by the provision of a good number of regular after-school activities and visits. Weekly football, netball and fencing clubs are well supported by Key Stage 2 pupils, and all the pupils in Key Stage 1 take part in the special fun and fitness club that is organised for them. From time to time dance, drama and other clubs are organised by staff. The school takes part in sporting tournaments in football and netball against other local schools with some success. Visits to places of interest, and to museums and art galleries, are well linked to the curriculum in history and art. The school makes very good use of the village and other local areas for fieldwork in science and geography, and for topic work in history and religious education. The residential experience provided for pupils in Year 6 enables them to take part in challenging adventurous activities in different settings and these contribute to their social education. Almost 40 pupils are receiving instrumental tuition during the school day in guitar, violin, cello and woodwind provided by specialist staff from the Berkshire Music Trust.

38 In addressing the key issues for action in the previous inspection report, the school revised its policy for assessment and recording. This now makes clear the necessary links between planning, teaching and assessing pupils' learning. The school is now following the recent guidance issued by the Qualifications and Curriculum Authority. As part of their weekly planning teachers are beginning to review the outcomes of the teaching and learning, identifying points that need further development, or where pupils have achieved well or need additional support. Staff are exploring different ways of recording to find those which are both easily manageable and are informative. Good practice is beginning to develop, but the extent of the detail in teachers' evaluations is not yet consistent across all subjects or in all classes.

39 Baseline assessments of pupils' skills are made when they enter the school and the results are used to identify those pupils who would benefit from additional learning support. Standardised reading and verbal reasoning tests are used in other year groups to monitor pupils' progress and to target further learning support for those who are not making the expected progress. The school is beginning to use the data it is accumulating on individual and groups of pupils to evaluate the educational gains they make over time, as well as the school's performance, and to decide whether standards are high enough.

40 The discrepancy between teachers' assessment and national test results at the end of each key stage has diminished this year, but there is still a mismatch between teachers' assessment of the number of pupils achieving the higher levels and the actual number of pupils who achieve them in the national tests. The discrepancies between teachers' assessments and test results are wider than are found in most schools. The school needs to seek ways of ensuring that teachers are accurate in their use of the criteria that describe achievement at each level of the National Curriculum. Samples of pupils' work in each year group in English, mathematics and science are collated and staff meet from time to time to moderate the standards, but opportunities have not occurred in recent years for staff to take part in agreement trials with other schools. Such meetings could help teachers to gain a better understanding of the level descriptors and lead to a better match between their assessments and the test results.

Pupils' spiritual, moral, social and cultural development

41 The school's provision for pupils' spiritual, moral, social and cultural development is very good. The school's aims, which embrace all aspects of pupils' personal development, are reflected in its everyday life. A key feature of the school is the corporate approach by all staff in realising these aims and in the personal example they provide for pupils.

42 Spiritual development is implicit and permeates the curriculum, but is mainly encouraged through assemblies, collective worship and religious education. Assemblies are well planned occasions at both key stages and increase pupils' awareness of spiritual values through valuing and appreciating what pupils do and the work of other people. For example, in assemblies in Key Stage 1, pupils were encouraged to explore personal aptitudes and relate these to famous people, such as Mother Teresa, and to consider how individual talents can be used to serve others. In the Key Stage 2 assemblies, pupils were introduced to the way scientific and technological ideas have changed over time and how they have helped to reveal the world about us more clearly. Assemblies are conducted so that

there is a sense of occasion and they include collective worship, where pupils are given opportunities to reflect on personal as well as universal values. In religious education pupils' spiritual awareness is developed as they are encouraged to reflect on their own and others' beliefs, values and experiences. Song, music, art and the study of poetry and literature are all used effectively to promote pupils' spiritual development. Strong importance is placed on singing and songs are often chosen to illustrate personal and spiritual qualities. The school's displays of children's art effectively illustrate an awareness of the beauty of the natural world. In literacy, teachers use the opportunities that some literature and poetry provide to enhance spiritual values.

43 The school promotes high levels of good behaviour and mutual respect by setting clear and consistent expectations. Pupils' sense of moral responsibility is heightened because the teachers involve them in setting the rules for group work, class discussion and behaviour. Themes in assembly often focus on moral issues and pupils are encouraged to think about relationships and caring for others. Circle time is used effectively to highlight moral issues and provides a caring, safe atmosphere for pupils to express feelings and concerns. Teachers are particularly influential in providing positive role models demonstrating respect and care for others and a strong commitment to their work. Pupils are given a clear idea of right and wrong, and are helped to accept responsibility for their own actions and to develop self-discipline. Self discipline and acceptance of responsibility are at the heart of the school's behaviour management policy. Class teachers determine the individual schemes of rewards that lead to a mention in the 'gold book' at the end of the week. The school successfully provides an ethos of mutual responsibility and concern for the well-being of others. It is based on trust and co-operation.

44 The school makes very good provision to develop pupils' social skills. In Key Stage 1 pupils undertake a range of classroom duties that encourage social development. Teachers plan their lessons to contain a good balance of activities to be undertaken in groups and individually, and pupils learn how to work together and share as well as developing independence. In Key Stage 2, extra-curricular sporting activities help pupils to develop teamwork and participation in inter-school matches and local tournaments helps them to learn to accept both success and defeat. The Year 6 residential visit is particularly effective in raising pupils' self-esteem and helping them to recognise and appreciate the contributions of others. Pupils are helped to develop their sense of corporate responsibility through setting class targets. The 'cup of the week' focuses on specific aspects, such as 'walking into the hall quietly', to encourage a collegiate approach to aspects of school life. One of the strengths of the school is the care taken to ensure that strategies for promoting personal development do not become stale. Much thought by staff as a whole goes into making individual schemes and rewards fun, inventive and surprising so that pupils remain constantly aware of personal and institutional goals.

45 The school makes very good provision for pupils' cultural development. Visits to galleries, concerts in school and frequent opportunities for pupils to develop their own talents and interests in music through the peripatetic provision play an important part. Staff promote awareness of multicultural issues and ethnic diversity very effectively through religious education, where they seek to ensure that they draw upon the everyday lives as well as the cultural traditions of other ethnic groups. They use up-to-date reference books and draw upon the experiences and beliefs of pupils in the school, whom they regard as the 'resident experts'. Books are chosen carefully to reflect the cultural diversity in Britain today: the texts chosen for literacy lessons contain stories and experiences of children from different backgrounds. In assembly at Key Stage 1 a story about the special talents of a little black girl called Grace formed the basis of a series of assemblies about personal aptitudes. Music, musical instruments and songs from a variety of different cultures are part of the school's collection of resources and these are used well to develop pupils' appreciation of the special features of different cultures. The high quality of the teaching of art, in which teachers draw heavily on the work of a wide range of artists and examples of art from across the world, makes a significant contribution to pupils' cultural development.

Support, guidance and pupils' welfare

46 The school gives high priority to pupils' welfare and provides a high level of care, support and guidance. It successfully tackled the two key issues in the last inspection report that related to pupils' welfare. There is now an appropriate policy on child protection and the school has secure measures in place to ensure that a designated teacher for child protection is in school for the whole of each day. The school is mindful to ensure that all staff are aware of procedures and training is updated annually at a staff meeting. Immediate action followed the last inspection to

improve the safety of the school site. Since then, the safety and security of the school site have been further improved as part of the recent building programme and the school now provides a much safer environment than at the time of the last inspection. Pupils' health and safety continue to be a priority; the headteacher, the site manager and members of the governors' sites and premises committee are vigilant in their frequent checks for potential risks. Fire drills are held regularly and arrangements for the administration of first aid are thorough; details of accidents and the action taken are properly recorded.

47 The headteacher and his staff know the pupils well. They are caring, professional, supportive and responsive to pupils' welfare. Their careful observations of pupils' behaviour and their on-going assessments and records of pupils' achievements mean that pupils' needs are quickly noticed and appropriate support is given as soon as it is deemed necessary. Although attendance rates are good, the school remains vigilant in its monitoring of pupils' attendance and any concerns about absence and punctuality are dealt with promptly.

48 The school ethos emphasises high standards of personal conduct whereby all members of the school community feel safe and respected. Parents comment on, and appreciate, the way in which the school's values are promoted to achieve high standards of behaviour and create an atmosphere that is free of bullying. Pupils are confident that in the rare event of an incident of bullying it would immediately be dealt with by staff. Pupils are very aware of the high standards of behaviour expected of them and equally well aware of the sanctions imposed on them if their behaviour falls below those standards.

49 The school's programme for pupils' personal and social education is a developing area. It plays an important part in the support and guidance provided to pupils by its subtle inclusion in registration and assembly times and in discrete periods such as circle time.

50 Many pupils join the school from the village nursery and the good relationships that exist between the school and the nursery ensure that induction of new pupils each term is smooth and happy. The school's measures to promote pupils' personal development are effective in helping pupils to be ready to cope with the social and moral issues they will face as teenagers and to accept the challenges of secondary education.

51 The school works closely with a number of professionals from outside agencies to ensure that jointly they provide the help and support that pupils with special educational needs and physical disabilities need. A striking feature of the school is the way in which pupils with special needs of any kind are helped and supported by their classmates. The quality of their support and guidance is impressive: their understanding of the need for full inclusion is instinctive and adds an outstanding dimension to the school's already high quality pastoral care. This high quality of pastoral care contributes significantly to pupils' achievements, their personal development and progress.

Partnership with parents and the community

52 The strong sense of effective partnership between the school, parents and the community, reported in the previous inspection, has been sustained in the intervening years. It is mutually supportive in that parents are involved and interested in the day-to-day affairs of the school and the school values and appreciates the help and support the parents give. The Home-School Partnership is an excellent example of the role and expectations of the school's 'stakeholders' of parents, pupils, staff and governors. Parents particularly appreciate the readiness of the headteacher and staff to give them time at the beginning or end of the school day to discuss any aspects of their children's progress. Parents are made to feel welcome in school and staff appreciate the help they give in the classrooms.

53 Information about what is going on in school is effectively shared with parents through regular newsletters. The school makes every effort to keep parents informed about its curricular provision and the methods of teaching through meetings. For example, meetings were organised to explain to parents how the National Literacy and Numeracy Strategies would be implemented in the school. Within the context of the Home-School Partnership, meetings have been arranged to give information and opportunities for parents to discuss, for example, 'Pupils' Annual Reports - The Whole Truth', 'Holy Trinity - a Dyslexia Friendly School', and 'What does your child do in school all day?'. Parents welcome such meetings, but some parents commented to the inspectors that they would like more detail about what their children are taught. The inspection team considers that the school provides good

information and its provision to keep parents informed about the curriculum goes far beyond that usually found.

54 Open consultation evenings held during the year provide formal opportunities to meet with the teachers and discuss their children's progress. Annual reports are of a high quality, provide parents with written information about the year's work and give a clear indication of what their children have achieved during the course of the year.

55 Parents are very supportive of their children's education and are well involved with their children's learning at home. They play a full part in their children's reading development by regularly hearing them read, and parents make good use of the homework diaries as a means of communicating with the teachers. Many parents help in the classrooms and give their assistance and support on school outings and trips. On all these occasions their help is used well to make maximum use of the time they offer.

56 The parent teacher association is very committed and works hard to raise funds. In this it is very successful and it makes a substantial contribution each year to the school's budget to help the school fund its developments. The variety of social and fund-raising events organised by this association is well supported by parents and, when appropriate, the local community.

57 The school's relationship with the community is excellent. It places great value on its place in the immediate local community and on all that the community has to offer to enrich the lives and education of its pupils. Although many of the village residents are elderly and there are few children living in the village, the village residents are very supportive of the school, which has been at the village centre for a hundred and forty one years. The school enjoys, for example, the residents' support at the summer fete. The school is a member of the Neighbourhood Watch and appreciates in return the reciprocal vigilance of local residents. Links with the village nursery and other local schools are good and the school makes effective and extensive use of the local area for fieldwork and projects. Links with the church are strong and close. The vicar is a regular visitor and the school attends and holds services in the church on appropriate occasions throughout the year. Many other visitors are welcomed into the school. These include, for example, the Berkshire Musicians Trust, an artist in residence and the community police officer, all of whom make valuable contributions to the school's curricular programme.

58 Local businesses support the school through their donations of prizes for fund-raising events, and the school enjoys a good relationship with the Institute of Marketing which, in addition to financial donations, offers its training suite for the school's use.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

59 The headteacher is a very effective leader and is well supported by governors, staff and parents in developing and managing the school. He brings a very clear vision of what sort of a school Holy Trinity should be and this is shared by the whole school community; all the stakeholders work together as a very effective team to continue to improve the quality of education that the school provides. This ensures that pupils achieve their best and try to do better. Staff and pupils are committed to learning and have high expectations of success.

60 The key issues for action identified in the last inspection have all been tackled successfully. Considerable successful work has been undertaken in the development of provision for pupils with special educational needs and this is now one of the school's strengths. The provision is very well managed; individual education plans have clear targets and are regularly reviewed, and additional support is directed to the pupils who need it. The school has been just as successful in ensuring that its provision for the more able pupils offers them a sufficient level of challenge: teachers' planning has improved and they set out more clearly what they intend pupils of all abilities to learn. As a consequence, the overall quality of teaching has been raised and it is now stronger than at the time of the last inspection.

61 The headteacher makes an outstanding contribution to the excellent ethos that permeates the school and which is shared by staff, governors, pupils and their parents. There is a strong support for learning, relationships are

very good at all levels and pupils know that they are valued as individuals. The school is particularly successful in providing equality of opportunity for all its pupils. This is demonstrated, for example, by the total inclusion of pupils with special educational needs in all activities.

62 Since the last inspection the school has made considerable strides in monitoring and evaluating what it does. Subject co-ordinators play an important part in checking medium and short-term planning and this helps to ensure that lesson objectives are sharply focused so that teaching and learning are effective. Some have only recently taken on their subject responsibilities, but have made a good start and have identified where there is room for further development. Without a class responsibility, the headteacher is now able to work closely with teachers in lessons and so monitor teaching quality and give support where it is deemed necessary. Each governor is attached to a year group and they visit to see the pupils in action and discuss issues with the staff. The headteacher, staff and governors make increasing use of information from statutory and other tests to measure the school's performance and find out where improvement might be made. These activities enable the headteacher, staff and governors to judge how well the school is doing and to consider the value that it adds to pupils' achievements during their time in the school. Such activities help the school to set realistic targets for itself and provide the information it needs to continue to improve. It is very well placed to sustain its development.

63 Plans for development are based on priorities identified by staff and governors through a thorough review and evaluation of the current provision and standards. The development plan groups priorities under four main headings that link with the governing body's major committees. This is an effective method of enabling the governors to be involved in contributing to the plan and in monitoring and evaluating its implementation. The governing body plays a significant and important part in the school and has a good strategic view of where the school is heading. It has been successful in planning, with the headteacher, to improve the buildings and the site. Pupils and staff are now enjoying the benefits of the hard work that this entailed: the new buildings have enabled the school to improve significantly its curricular and other provision. The governing body meets its statutory obligations, apart from some minor omissions in its annual report to parents.

Staffing, accommodation and learning resources

64 A good mix of recently appointed and longer serving staff offers a suitable range of expertise and experience to teach successfully all subjects of the National Curriculum and religious education. The small number of pupils with language and communication disabilities benefit from the one to one teaching provided by a part-time specialist teacher which enables them to make progress.

65 The teaching staff are supported very effectively by the good number of classroom assistants, who are well briefed about the learning objectives of lessons and the teaching methods. This provision has a markedly positive effect upon the learning of pupils with special educational needs. The administrative and other support staff carry out their duties efficiently and contribute significantly to the smooth running of the school.

66 Induction of newly qualified teachers and of teachers new to the school is good. Weekly staff meetings ensure good communication. Staff development is well managed and is closely linked to the school's priorities in its development plan and to the outcomes of the regular, but informal, appraisal arrangements for individual teachers. Well-focused school-based in-service training sessions for all the staff have resulted in the successful implementation of the literacy and numeracy programmes in all classes. Staff training in information technology, following the last inspection, was effective in developing teachers' expertise and boosting their confidence. The school acknowledges that further training is required to keep teachers abreast of developments and this is among the priorities for this year in the school development plan. Staff's participation in other relevant courses has increased their knowledge and skills, for example of several subject co-ordinators, and this has had a positive impact on the quality of education provided. Although there is no formal appraisal of non-teaching staff, opportunities for in-service training are extended to the classroom and learning support assistants, for example in attending a course about pupils with special educational needs. The headteacher and governors are supportive of all staff's career aspirations and provide good opportunities for their personal professional development.

67 The school accommodation has been considerably improved since the last inspection by the addition of a spacious new building, which is used for all the classes at Key Stage 1. The provision of a shared space in addition

to the classrooms enables the Key Stage 1 teachers to extend the range of curricular activities by the formation of different sized groups on appropriate occasions during the week. The staff have given careful thought to the location of the four classes at Key Stage 2 so as to promote curricular continuity. The classrooms in the original Victorian building used by pupils in Years 3 and 4 are a little cramped for the number of pupils in these classes, and this restricts the ease of movement around the rooms and opportunities for different forms of organisation of teaching activities. The acoustics in these rooms are not good as a result of the high ceilings and on occasions the usual buzz of children's talk in lessons makes their behaviour seem noisier than it otherwise might be. The adjacent classrooms in a more modern building used by pupils in Years 5 and 6 are more spacious and despite the large size of one of these groups they promote a quiet and purposeful learning environment.

68 The recent completion of the new accommodation has enabled the school to establish a school library in a large room in the Victorian building. Reorganisation of the book stocks is not yet complete, but staff are already beginning to use it with their classes as part of the development of pupils' library skills and to promote reading for pleasure, as well as for information. It is open to pupils each lunchtime for browsing and for leisure reading. The high standard of the extensive displays throughout the school celebrates pupils' achievements well and helps to provide a stimulating environment for learning. The hall provides excellent facilities for indoor games and physical education, and it is used effectively for the daily assemblies of Key Stage 2 pupils and for weekly gatherings of the whole school. All the buildings are well maintained and clean. The outdoor hard play areas and the school field are of a good size for other sports and games and enable the school to teach the full range of games skills effectively.

69 Resources to support all areas of the curriculum are generally good and they are readily accessible. Since the last inspection the school has increased the number of computers for teaching information and communication technology, and further additions are planned when funds are available next year in support of the National Grid for Learning. Classroom libraries are adequate, but the school intends to develop these further in order to support better the work done in literacy lessons. The school's stock of library books is supplemented by regular loans from the library service. Teachers also make effective use of topic boxes provided by the museum loan service to augment the supply of artefacts for subjects such as history. Parents and grandparents contribute significantly to pupils' learning by providing additional artefacts for history and by talking about their own experiences to the pupils, for example to the Year 6 class who are studying the lives of people in Great Britain during the Second World War. Effective use of the school grounds and of the local area enhances still further the range of teaching and learning in subjects such as art, science and geography.

The efficiency of the school

70 The high standard of financial management and planning reported at the time of the last inspection has been maintained. The school manages and plans its budget very well so that it is able to provide good levels of teaching and support staff and still ensure that money is available to undertake the developments identified as priorities. To this end, the school is helped considerably by the financial contribution made by parents through the parent teacher association.

71 Day-to-day financial administration is efficiently managed and the most recent audit confirmed that all the necessary procedures for financial control were in place.

72 The school uses its resources, both human and physical, very effectively. Teachers are deployed to make best use of their experience and expertise. Decisions on the use of funds allocated for staff development are well considered and the money is used to support training in areas identified by the school as a priority. Training has recently focused on implementation of the literacy and numeracy strategies and this has helped staff to teach these programmes confidently. Prudent financial management also means that the school is able to encourage and support its staff's personal professional development.

73 Funds received to support pupils with special educational needs are spent wisely to provide high quality classroom support for these pupils. The deployment of the support staff is well directed to provide help for those pupils who most need it. The effectiveness of this is demonstrated by the way in which all pupils are fully involved in all activities and the good progress they make in their personal and academic development. Teachers and pupils alike

are reaping the benefits of the governors' decision to supplement the funds the school receives for supporting pupils with special needs. The specialist teaching of pupils with dyslexia is proving effective in helping these pupils, and the staff as a whole have learned much about approaches to teaching reading.

74 The school has made maximum use of a capital grant to improve the school buildings. This grant, together with some of the school's own funds and the generous support from the parent teacher association, has resulted in excellent accommodation for pupils in Key Stage 1. It has also allowed the school to re-organise the existing accommodation to maximise its use. All space is used efficiently and effectively to allow a full range of activities to take place in the school and outside in the grounds.

75 Materials, equipment and books are used well and without any waste. Teachers organise their classrooms well so that pupils are encouraged to become independent in selecting and getting the resources they need.

76 Since the last inspection governors have become much better informed about the work and the performance of the school. They are beginning to use the information from their visits and assessment data, and from their regular review with the headteacher of the progress made towards the targets in the development plan, to evaluate whether their spending is bringing the intended improvements.

77 The school manages its finances very well to make good educational provision for its pupils. It is adding real value to what pupils know and can do: they make good progress and achieve high standards by the time they leave the school. In view of this success the school provides very good value for money. This represents an improvement from the time of the last inspection.

PART B: CURRICULUM AREAS AND SUBJECTS

ENGLISH, MATHEMATICS AND SCIENCE

English

78 Between 1996 and 1998 pupils' performance in the statutory tasks and tests in reading and writing at the end of Key Stage 1 has been consistently above the average of most schools. Results in the 1999 tests were also very good and better than in most schools, but the achievements of pupils reflected the wider range of abilities of this particular cohort. Whereas in the previous year all pupils reached Level 2 (the level expected for their age), in 1999 some pupils did not reach this benchmark, whilst the proportion reaching Level 3 was better than in 1998. Pupils at Holy Trinity did much better in the writing tests than pupils in similar schools, whilst in reading their performance was in line with the average for such schools. Pupils who sat the tests in 1999 are currently in Year 3. The inspection evidence reflects the test results: the range of attainment is wider than in the other classes. Some of the pupils, mainly boys, have immature work habits and find it hard to concentrate. This affects their progress and attainment.

79 Pupils' results in the English tests taken at the end of Key Stage 2 have been consistently well above the national average every year since 1996. Differences between boys' and girls' performances have been small and less than seen nationally. In 1999, all pupils reached the national benchmark of Level 4, and almost half achieved Level 5. Pupils' performance was very high in comparison to the national average for all schools and was well above the average of schools with a similar intake.

80 The inspection findings reflect the high standards seen in the tests. Attainment of the current Year 2 pupils is above the standard expected nationally and in Year 6 it is well above the standard expected of eleven-year-olds. Pupils, including those with special educational needs, make good progress. They enter school with average to above average attainment and by Year 6 they attain standards that are well above average. There are no significant variations in the rate of progress of boys and girls.

81 At both key stages attainment in speaking and listening is good, notably so in listening. Pupils are confident, articulate speakers by the time they are seven, and by the time they are in Year 6 they have very effective communication skills. They can develop ideas, discuss and describe events, experiences and emotions with skill and they have a mature capacity for constructive, perceptive evaluations of their own and other pupils' work. Pupils in some classes at Key Stage 2 could be encouraged to speak out when talking and presenting their work to the whole class, but, on the whole, pupils speak clearly and use a good range of vocabulary.

82 In reading, pupils make good progress through Key Stage 1. By the age of seven, most read fluently and with accuracy and tackle unknown words with confidence. The more proficient readers cope well with a variety of texts. They read short novels and most can locate information very quickly using the book's content and index pages. The slower learners are well motivated to read, and know how to use simple skills, such as their knowledge of letters, to work out the beginnings of new words, and they understand terms like 'author' and 'illustrator'.

83 Pupils' progress in reading is particularly good in Key Stage 2 and by the age of eleven the majority are fluent and accurate readers with a good grasp of book, graphical and punctuation conventions. Most have a good range of strategies to work out unfamiliar words. Pupils use their literacy skills well when reading a variety of reading materials both in literacy lessons and across the curriculum, for example when they are researching topics in history. By Year 6 pupils are at ease when discussing characters in books, and the higher attaining pupils readily identify the key features and themes of the stories they read. All express preferences for certain authors and can explain why.

84 Standards in writing by the end of Key Stage 1 are good. Pupils' handwriting is very good and spelling and punctuation are mostly accurate. Progress is good through the key stage; by the end of Year 1 pupils are already engaged in producing legible, well formed letters in joined up writing. This is improved further in Year 2. Pupils write with increasing fluency and most higher attaining pupils are developing their own, often lively style. The majority of pupils enjoy participating in building up a story with the teacher. For example, in a story modelled on

'Dr. Xargle's Book of Earthlets', they demonstrated a high order of verbal responses which included good beginnings, endings and descriptions. The brightest pupils use terms like 'putting expression into the writing' and know what this means. Across the key stage, pupils are beginning to draft and refine their work effectively, often using the computer, to produce accurate and interesting narratives. The majority of pupils make good progress in spelling through games and work on alphabet skills.

85 At Key Stage 2, pupils' progress in their writing skills varies from just about satisfactory in Year 3 to very good in Year 6. Across the key stage they draft and refine their work, making effective use of word processing. In Year 3, pupils are capable of producing good work, as last year's test results indicate. Their sentences are appropriately structured, but handwriting and spelling are not of the same standard. Pupils in Year 4 are confident writers. For example their analyses of the characters within a particular story are perceptive and detailed and their play scripts contain some lively and inventive material. In Year 5 there is a jump towards assured and accurate work, where pupils use their writing skills effectively in extended stories, accounts, reviews, character descriptions and plays scripts. Their writing in other subjects is of a high standard, as seen in empathetic accounts of the life of the chimney sweeps in Victorian times. Pupils in Year 6, across the ability range, produce written work of a very high quality and they write with much fluency and expression. They breathe life into play scripts, such as those using the starting point of the story of 'The Pied Piper'. Their skills are used particularly well in other subjects, such as history, where their letters as evacuees to their mothers demonstrate the authentic voice of the period. They are able to express feelings and longings with an imaginative choice of words and describe events vividly and precisely. They are skilled in evaluating other writings and experiences. For example, their television programme reviews express lively, often discerning and well argued opinions.

86 In all classes teachers provide opportunities for pupils to use and develop their literacy skills in a range of subjects. Reading skills are used to good effect, for example, to find information for history and geography topics. Writing for a variety of purposes and audiences is evident in history, religious education, geography and science, where pupils interpret evidence, write empathetically, describe events and give accounts of experiments. In these instances, handwriting is invariably neat and work is nearly always well presented and effectively organised.

87 Pupils have very positive attitudes to literacy and their behaviour in lessons is usually very good. In Year 3, learning attitudes are generally positive, but some pupils find it difficult to concentrate for long and their behaviour reveals a lack of maturity. The capacity for self-discipline by a number of pupils is low, which has a disruptive effect on the others. In other classes, pupils enjoy studying texts together and participate effectively during sessions concerned with the structure of words and sentences. They collaborate on group tasks very effectively and sustain their concentration well. A sense of purpose prevails and pupils are aware that they have limited time in which to complete their work. In the best lessons, pupils tackle independent work with zest. Many present work with good attention to handwriting and presentation. Pupils are very considerate of each other in all classes and provide sensitive support and encouragement to pupils with special educational needs. They are responsive and enthusiastic during oral sessions with the teacher, and none interrupt others or demand more than their fair share of attention.

88 The quality of teaching is predominantly good and sometimes very good. The teachers have high expectations of the pupils both for behaviour and standards of work. All teachers have a good knowledge of the subject and plan thoroughly to ensure that learning objectives are well met within a very well organised and appropriately resourced session. The grouping arrangements for pupils in Key Stage 1 are working well. The more limited range of stages of pupils' development that this arrangement gives helps teachers to make more effective use of the whole-class sessions. In these sessions, most teachers use questioning skilfully to challenge and deepen pupils' understanding and knowledge. At both key stages their key strength is in extracting from each text the maximum that can be got out of it in terms of content, comprehension, key ideas and key concepts to be later used when engaged in other work, such as extended writing tasks.

89 The strategies employed by teachers to accelerate progress in the study of words and sentence structure are often very effective. These are based on ideas to aid dyslexia sufferers and these imaginative adaptations almost invariably capture pupils' interest and involvement in all classes.

90 Teachers plan very effectively for individual pupils and for group tasks, based on careful day-to-day assessment. This assessment is frequently conducted through questioning directed to the different groups within the

class, so that the stage of development of all pupils, including those with special educational needs, is determined. The independent tasks are tailor made to fit the needs of pupils and are frequently challenging and interesting at the same time. In the shared group reading and writing tasks, teachers identify clear learning intentions. They explain clearly and use probing questions to build on what pupils know and understand already. Plenary sessions, in the best lessons, are used effectively to assess what pupils have learned and understood, but in some lessons the time left for this session is not long enough. Consequently, opportunities for pupils to learn to present work effectively to an audience and for teachers to consolidate learning and reinforce concepts are lost.

91 Since the last inspection the school has improved its provision for pupils who need extra help. Pupils are now well supported in a range of ways, both by teachers and by support assistants. English is efficiently managed and the school fully meets the requirements of the National Curriculum. It has successfully implemented the National Literacy Strategy. Assessment in English is satisfactory, but teachers' assessments have been far short of the actual results in the statutory tests and they need to improve their strategies for assigning levels to pupils' work to enable them to be more confident and accurate in their judgements. The staff provide a very effective learning environment and share a high commitment to improving and raising standards in literacy.

Mathematics

92 Between 1996 and 1998 pupils' performance in the statutory assessments at the end of Key Stage 1 has fluctuated, but has been above average in each of these years. In 1999 pupils' performance in the tests reflected the wide range of abilities in that particular cohort: some pupils did not reach the standard expected at the age of seven whilst the proportion of pupils exceeding this standard was better than in most schools. The average score, calculated from this range of achievement, is the same as that for all schools nationally, but is lower than the average of schools with the same intake characteristics as Holy Trinity. The standard of work seen amongst the pupils currently in Year 2 suggests that by the end of the key stage pupils should have reached the level expected and many will go beyond this.

93 Pupils' performance in the tests at the end of Key Stage 2 has been consistently well above the national average since 1996. Increases in performance have followed the national trend year on year. In the most recent tests in 1999, almost all pupils reached the level expected at the age of eleven and nearly one-third exceeded this. Their performance in the tests was well above the average for all schools nationally and above that of pupils in schools that are similar in nature to Holy Trinity. The standard of work of pupils currently in Year 6 reflects the high standards seen in the national tests.

94 Pupils of all abilities do well, with no significant differences in the achievements of boys and girls. Their good progress is the result of the attention their teachers give to modifying tasks so that the brightest pupils are challenged, whilst the slower learners have time to consolidate their learning before moving on to new work. All lessons include some oral or mental work and pupils are developing their skills of mental calculation. In Key Stage 1 pupils have a good feel for number and by Year 2 most can perform simple additions and subtractions in their heads without difficulty. In Key Stage 2, pupils' progress in mental calculation is generally satisfactory, although at the lower end of the key stage pupils' recall of multiplication facts and number bonds is often slow. By Year 6 the speed of recall is generally better and has been helped by the teacher's approach of challenging pupils to work against the clock. In the lesson seen pupils were motivated to beat a tight time limit for completing a maths puzzle which involved finding pairs of numbers to total 1000. Most were successful.

95 Throughout the school, standards in number work are good. The teachers' careful planning to build systematically on what pupils have already achieved ensures that pupils make good gains in their knowledge and understanding of the number system as they go through the year. The school's approach to teaching mathematics through practical activities that have a meaningful context helps the younger pupils to develop a firm understanding of, for example, the relationship between addition and subtraction. By the end of Year 2 pupils are skilled in solving number problems in a variety of contexts. By Year 6 pupils have developed a good range of reliable methods for calculations which involve percentages, fractions and decimals. Standards in other aspects of mathematics are also good. Some of the work on shape and space in Year 2 is impressive: pupils have a good command of the mathematical vocabulary associated with 3-dimensional shapes and their knowledge of the properties of these shapes is better than that usually found at this age. This is demonstrated when, for example, they accurately describe a

cuboid in terms of the number of faces, edges and vertices and explain how it differs from a cube. Pupils' progress in data handling is also good. By Key Stage 2 they are skilled in collecting, presenting and interpreting data. Pupils use these skills well in other subjects. For example, in geography, pupils made good use of charts and graphs to present their findings from an investigation on the speed and flow of rivers. They were able to interpret their graphs to draw conclusions about the features of the landscape that affect the speed with which a river flows. The use of information technology in data handling is developing well, and pupils in Year 6 gained an appreciation of the ease with which information can be handled when computer technology was used to calculate, for example, averages from a large amount of data.

96 The overall quality of teaching is good; in the lessons seen it was never less than satisfactory. Teaching is strongest in Key Stage 1, but there were examples of high quality teaching in both key stages. In all year groups teachers take considerable care to plan work that allows pupils to learn through practical activities that have relevance to them. This is effective in gaining and sustaining pupils' interest and pupils have very positive attitudes to the subject. They behave well and work hard; they particularly enjoy the challenge involved in investigative work and problem-solving activities. Only in one lesson were less positive attitudes seen; in this instance, pupils needed to be reminded to apply themselves wholeheartedly to the work rather than spending time chatting to their classmates. A strong feature of the teaching is the way in which questioning is used to initiate discussion. Pupils are confident to offer their ideas, in the knowledge that these will be valued. In the most effective lessons the teachers are extremely skilled in building on pupils' ideas to steer them towards working things out for themselves. In Year 6, for example, pupils were encouraged to explore and test their ideas to reach firm conclusions about the properties of the family of quadrilaterals.

97 The arrangements for grouping the Year 1 and Year 2 pupils into three groups based on pupils' stages of development are working well. Teachers are able to plan for a narrower range of attainment within the teaching group and provide activities that allow pupils to learn at a speed suited to their needs. The close working between the Key Stage 1 teachers ensures that pupils' placements in these groups are kept under review.

98 The teachers make very effective use of the learning support assistants to work with pupils with special educational needs and some of the slower learners. They brief the assistants well, so that they are clear about their role and can make the maximum contribution. Relationships between pupils, teachers and the support assistants are excellent and play an important part in promoting the pupils' progress.

99 Since the last inspection the school has kept pace with national initiatives and has kept under review its policies and practice so that its curriculum and teaching have enabled good standards to be sustained. The training received by the staff on implementation of the National Numeracy Strategy has given teachers confidence to use it as a framework for planning their lessons. They have adopted the recommended structure for lessons and for the most part this works well. The plenary session is used effectively to summarise and reinforce the key points of the lesson. The structure of the school timetable, however, sometimes results in a lesson of some 75 minutes duration, longer than the time recommended. For some of the planned activities this is too long and in one of the lessons seen pupils found difficulty in sustaining concentration. Staff are aware that planning may require amendments to ensure that time is used to best effect, and they keep such matters under review when they meet in their teams each week to plan their lessons. The headteacher is also monitoring teachers' planning and observing lessons and these activities provide valuable information for the review. Similarly, the school is reviewing its assessment procedures so that assessment and recording of pupils' achievements sit easily with the National Numeracy Strategy and allow their progress to be readily checked. New systems are being tried and the outcomes look promising.

Science

100 In 1998 on the basis of teachers' assessments pupils' attainment in science at the end of Key Stage 1 was well below the standard achieved by most pupils nationally at the age of seven and by comparison with pupils in similar schools. These assessments did not reflect the much higher standards that these pupils achieved in English and mathematics. In 1999, the percentage of pupils reaching Level 2 at the end of the key stage was very high by comparison with schools nationally. Teachers' assessment of the number of pupils reaching Level 3 was well below average, however, and did not reflect the standards pupils achieved in English and mathematics. The school

attributes the significant discrepancy between teachers' assessments in science and pupils' performance in English and mathematics tests to an over-cautious approach; this does not serve the pupils or the school well. Many pupils currently in Year 2 are already attaining high standards for their age. Their knowledge of science develops steadily as a consequence of the well-planned practical investigations they undertake. They show a good level of understanding of a wide range of familiar materials and can organise them into sets based on their properties. They know the distinguishing features of living organisms and what plants and animals need to keep alive. Many give articulate and detailed explanations of their choices for classifying living things using a wide range of vocabulary accurately, and they demonstrate good levels of understanding of how animals and plants grow and change over time. Their knowledge of what is meant by a healthy diet is very good. The standard of presentation of their written work is high, they express their ideas clearly and record their observations neatly. At this stage, however, pupils are not given opportunities to record in writing whether their observations are what they expected.

101 Pupils make at least the expected progress during Key Stage 2 and by the end of Year 6 their attainment is above the national expectation in most of the required areas. In the past four years pupils' attainment in the end of key stage tests has been well above average and the steady increase in standards has reflected the rise seen nationally. In 1999 the proportion of pupils reaching the higher levels in the national tests was very high indeed: the improvement was much greater than in schools nationally and better than that of pupils from similar schools. There was a significant discrepancy, however, between pupils' attainment in the tests and teachers' assessment of their performance.

102 Over the course of the key stage most pupils make good progress in increasing their understanding of the properties of materials and their knowledge of the factors that affect living organisms. Their notebooks are well presented and contain comprehensive notes of the work they have done, some of which has involved the pupils in carrying out their own research. They conduct practical investigations safely and competently, often making detailed observations and recording their results in a variety of appropriate ways. They apply their mathematical skills well in presenting data graphically. By the end of the key stage the majority of pupils know how to plan an investigation in order to make their tests fair. They are less skilled, however, in making predictions and then evaluating them at the end of their experiments because teachers do not emphasise this aspect of science enough. Although pupils take a pride in writing accounts of their experiments, often using scientific vocabulary accurately, their conclusions do not always show what they have learned.

103 Pupils generally respond very well in science and in most classes their behaviour is very good. Pupils of all ages take an interest in their work and they enjoy the challenge of doing practical work. They apply themselves well, and when given the opportunity, are very willing to seek explanations for what they see, for example in considering changes of state. The great majority settle quickly and sustain their concentration well. They collaborate in group work, and in discussions they listen respectfully to the views of others. Some of the younger pupils in Key Stage 2 are less skilled in listening and they are less well motivated to work quietly or persevere at the tasks they are set. Those who do not apply themselves conscientiously make slower progress and some do not achieve as much as they should by the end of a lesson.

104 The quality of teaching is at least satisfactory and much of it is good, particularly at Key Stage 1. Teachers' expectations are high. Lessons are well organised and teachers use discussions well to give pupils opportunities to show what they know. Most lessons proceed at a good pace and include a good variety of activities that engage the pupils well and sustain their concentration. Excellent teaching resulted from an imaginative approach to work on changes of state, the use of probing questions and a series of fast moving and demanding activities enabled the teacher to evaluate pupils' understanding of the concepts underpinning the topic. The range and quality of learning resources are sufficient for the current styles of teaching and effective use is made of them to promote pupils' learning through practical investigations.

105 Across the school, teachers' knowledge and understanding of the work they do with pupils are good. Their planning is thorough and is based on the guidance in the recently published national scheme of work. Although some teachers include extension activities that challenge the more able pupils, these are rarely made explicit in their lesson plans. Since the accuracy of teachers' assessments at the end of each key stage is not as good as it might be, this is an aspect of planning that should be given further attention. Teachers need to make sure that pupils are able to undertake more demanding tasks that demonstrate their performance at higher levels. This issue was identified for

attention in the previous inspection. All teachers make regular assessments of pupils' attainment and progress; they keep samples of completed work and meet from time to time to moderate the levels that pupils achieve. Further work needs to be done to ensure that all teachers have a secure understanding of the criteria for deciding on the levels, if the mismatch between teachers' assessments and pupils' attainment in the end of key stage tests is to be eliminated.

106 For the most part the school has successfully overcome the problem identified in the previous inspection of ensuring continuity and progression by the adoption of the new scheme of work. Further work still needs to be done however to ensure that teachers' planning explicitly includes activities that challenge higher attaining pupils and more attention should be given to the inclusion of opportunities for pupils to work as scientists.

OTHER SUBJECTS OR COURSES

Core subjects

Information technology

107 The school took appropriate action to address the key issues identified in the last inspection. Additional resources and staff training ensured that pupils followed a curriculum that met with the national requirements. Since then, the school has strived to keep up with national changes, and now plans its curriculum using the guidance of the Qualifications and Curriculum Authority. These actions have been effective in raising standards, and attainment at the ends of Key Stages 1 and 2 is now broadly in line with that set for pupils at the ages of seven and eleven. Attainment in different aspects of the work, however, varies somewhat because the range of activities experienced by the pupils has not yet covered the entire content of the programmes of study. For example, standards of work in aspects relating to word processing and data handling are higher than in aspects that relate to controlling devices.

108 In Key Stage 1 pupils are making good progress in becoming independent users of information technology. They are familiar with computers and use the keyboard and mouse competently to enter text and to draw images and move them around the screen. They are quick to grasp new skills and are keen to use these. For example, they were quick to learn how to use the "tools" of a paint program to produce an image in the style of Kandinsky, and how to save and print their work. They confidently explained how they had used the program's menu to select or change the colours in their image.

109 In Key Stage 2 progress is also good. Teachers build well on the skills the pupils have already acquired, some from use of computers at home, and pupils are becoming fluent in basic computer skills. The school has given careful consideration to the way in which it might best develop pupils' skills and understanding of the use of information technology and has decided to focus initially on aspects of word processing and data handling. In these areas of work pupils are making good progress. In all classes, pupils make effective use of word processing in English. They are beginning to understand the advantages of the computer for drafting and editing their writing and how writing can be made interesting and its dramatic effect changed by the use of different fonts and styles of layout. Some of the play scripts produced by Year 6, for example, use different styles and sizes of fonts to highlight important features of the script and make interpretation of the tone of speech, for example, easier. Pupils have a good understanding of how computer programs may be used to present data in a variety of graphical forms, and these skills are developing across a range of subjects. By Year 5 pupils are making progress in the use of more advanced database programs. During the inspection pupils were observed entering information about themselves as part of setting up a class database. They showed a good understanding of how to enter the data, which also included importing a photograph of themselves from an external source. Pupils enjoyed this task and were looking forward to the next stages, when they could search the database to identify pupils who matched certain criteria. Pupils are also becoming familiar with spreadsheet programs and gaining an appreciation of how their use can ease calculations to be made from a large amount of data.

110 Teachers are confident in their own use of information technology and are developing their expertise as they plan and teach each unit of work. Teachers plan well to include whole-class teaching and opportunities for pupils to use the computers for more independent work. In the whole-class lessons seen, the teaching was good. The lessons were well-structured so that new skills were taught and the key features of the particular program were demonstrated so pupils were clear about what they had to achieve in the group work that followed. The class assistants and other adult helpers were deployed effectively to work with particular groups. Their intervention as pupils worked was well timed so that pupils were given just enough help to overcome their difficulties, but without having the task done for them. The teachers have high expectations of pupils' behaviour and the pupils meet these well. They are extremely interested in the lessons and get much enjoyment out of, for example, producing pictures and editing a piece of writing on the screen. They collaborate very well when sharing equipment: they readily help one another and take turns fairly.

111 Teachers plan their lessons on a weekly basis to meet the needs of all the pupils in their class and to ensure progression in their learning. At the end of each week teachers evaluate how well pupils have learned what they intended and make a note of where individual pupils' progress differs markedly from the rest of the class. This helps them plan subsequent lessons so that all pupils, including those with special educational needs, can make the maximum progress. The school is now considering how it can develop individual records of pupils' achievements so that each child's progress may be easily monitored.

112 The school's plans for developing the use of information and communication technology across the range of subjects are very well considered and well supported by governors, staff and parents. Staff are beginning to make headway, and teaching and learning are enriched in a number of subjects, but most particularly English and mathematics, by the use of information technology. Increases in equipment and training for staff are identified as priorities to bring further improvements, and a bid is to be made to the National Grid for Learning in support of the planned developments.

Religious education

113 At the ends of Key Stages 1 and 2 pupils' attainment is above the standard set by the locally Agreed Syllabus. In both key stages pupils make good progress. In Key Stage 1, in their study of 'Myself', pupils are able to reflect on their feelings about what they can do well and what they want to be when they grow up. It is clear that pupils have developed sufficient self-esteem to present ideas seriously and enlarge on them effectively. At Key Stage 2 younger pupils in Year 3 demonstrate an appropriate knowledge of Christianity. They know that Jesus is the Son of God, but find the idea of the Trinity difficult to grasp. They compare and contrast the similarities and differences between their own births and that of Jesus with a level of skill appropriate to their age, and are able to place Jesus' life within an historical context. By year 4 pupils have acquired a good knowledge of the topics they have studied. For example, in their studies of Sikhism they talk knowledgeably about Guru Nanak and the Golden Temple. The older pupils in this key stage have a good understanding of the key features of the religions they have studied. For example, in Year 5, pupils discuss the main aspects and meanings of the festival of Diwali in the study unit about Hinduism with a confident depth of understanding. In Year 6, pupils engage in high level discussions about life changes and the signs associated with becoming a young adult and the significance of a Jewish festival like Bar and Bat Mitzvah.

114 Pupils are confident and expressive in discussions and can talk about feelings and emotions, ideas and opinions very freely. Their levels of self-discipline are very high in most classes and this aids the quality of discussion and the effectiveness for group work. Attitudes such as respect, care and concern permeate the majority of lessons. In one lesson at Key Stage 1, for example, pupils were observed to spontaneously provide much encouragement to a pupil with special educational needs who felt he could think of nothing he was good at. Pupils who themselves belong to the different faiths under discussion readily participate and contribute insights derived from their own experience.

115 The quality of teaching is good in most classes and never less than satisfactory. There is a well-informed corporate view of the importance of establishing the deeper meanings behind the festivals and stories from the

different religions. Teachers plan thoroughly to ensure that the structure of the lessons leads pupils on to a greater understanding of important issues and of how these relate to pupils' present day lives. For example, the high level of discussion about key aptitudes was brought about within the intimacy of a circle time framework at Key Stage 1. In Year 6 the significance of coming of age and the question of how to deal with the resulting changes were developed through well focused questions, opportunities for individuals to express their views and opinions and the provision of challenging group tasks. Teachers effectively draw on pupils as an additional resource, are adept at story telling and skilfully challenge and expand pupils' understanding. They successfully encourage pupils to find out information through the use of reference material, where this is available, and provide relevant tasks based on a good understanding of pupils' individual needs.

116 The work for each year group comes directly from the locally Agreed Syllabus with no other documentation and there are times when elaboration is needed to help teachers to plan effectively. Further artefacts, reference books and materials are needed to meet the demands of the subject.

None-core subjects

Art

117 Pupils do well in art. The school has successfully sustained its high standards. In the work seen standards were well above average for pupils' ages. They gain a broad experience of the subject, using a wide range of media and they produce work of good quality in both two and three dimensions.

118 At Key Stage 1, pupils know how to mix paints using primary colours to produce the colour and tone they want in their paintings and printing work, for example in paintings using hot and cold colours. In a lesson on exploring how to print patterns these pupils confidently used their hands and a wide range of other objects to produce different effects, and in talking about their work showed they were developing a good understanding of how to achieve texture and tone.

119 At Key Stage 2, pupils use their sketchbooks well to experiment with new techniques and to develop their ideas for painting, sculpture and collage, for example in developing their ideas for work in the style of Picasso. Pencil drawings of metallic objects by pupils in Year 3 showed good observation and control of the medium, and pupils were learning well how to illustrate reflection and shadows. The skill shown by Year 6 pupils in making quick sketches of figures from direct observation was impressive. They used them as the basis for their designs to make maquettes from clay in the style of Henry Moore. From an early stage pupils study the work of many artists. Pupils in Key Stage 1 had successfully painted landscapes using the tonal colours and techniques of Monet. Displays of abstract paintings by older pupils, following a study of the work of Delaunay, demonstrated their understanding and skill in producing attractive work using muted colours. This contrasted well with the use of bright colours in imaginative paintings of heads in the style of Picasso. A strong feature of the art, especially at Key Stage 1, is the production of large-scale work that promotes collaboration between pupils. Classrooms and other areas of the school are made attractive with large colourful collages linked to topic work.

120 The evidence from lessons and of previously completed work shows that the teaching is good and much of it is excellent. It shows flair and imagination and enables the pupils to gain a rich experience of the subject. Teaching is confident and skilful. Teachers set clear learning objectives and use a wide range of stimulus materials to help pupils develop their ideas. They encourage pupils to use their imaginations and to try out new ideas and techniques. As a result, pupils have very positive attitudes and make good progress.

121 The art curriculum is broad and makes a significant contribution to pupils' spiritual and cultural development. As part of their wider study of the subject pupils consider the work of other cultures, for example in studying the use of colour in Islamic art and in producing Rangooli patterns as part of the study of Indian art. At both key stages, effective links are made with other subjects, for example by Year 4 pupils in producing paintings and drawings based on work done in Ancient Egypt as an extension to their work in history. They had made attractive collages using natural materials as part of a broader study of the environment. As part of a study of symmetry in mathematics, younger pupils had produced attractive models of butterflies, which illustrated the mirror

image patterns on the wings. The curriculum is extended by regular visits to art galleries, for example to the Stanley Spencer gallery in the village and to national galleries and by talks and demonstrations by visiting artists as part of the school's Art week. The leadership provided by the co-ordinator is excellent. The two booklets produced for class teachers by the co-ordinator on teaching art and on ideas for progression are first rate. Teachers have benefited from school-based in-service training in experimenting with new techniques which they have gone on to use in their classes.

Design and technology

122 Few opportunities were available to observe lessons in design and technology during the inspection. Judgements are made on the basis of the lessons seen, scrutiny of previously completed work, of photographic records and of teachers' planning. Attainment in both key stages is high in the range of work that pupils currently undertake.

123 Throughout the school pupils make good progress and show well developed skills for their age in designing objects which they subsequently construct using a wide range of materials. In making their glove puppets, pupils in Years 1 and 2 could explain what they needed to do to join the layers of fabric together and how they would apply other materials to illustrate features on them. The standard of stitching was very good, and pupils used needles and thread deftly and safely. Younger pupils have the opportunity to use construction kits to make larger models, for example in designing and making a dragon. Collaborative projects enable pupils to learn to work together and to share their ideas.

124 From an early stage pupils learn how to draw out their designs and label them. The work of older pupils includes measurements and comprehensive notes to show how they intend to convert their designs into models, for example in making model chariots from wood by pupils in Year 4. In designing a balancing toy and a mobile, older pupils showed a good understanding of what would appeal to a sick child. The quality of the finished product was good and the toys were effective. In making picture frames for their collages done in art, pupils had learned to measure accurately and cut wood and card to size and then to join the pieces together carefully using different techniques. Standards of construction are high, for example in boxes made by Year 5 pupils from thin card. They drew well on their mathematical skills in making the three-dimensional objects and on their artistic skills in decorating the finished product. In looking at and tasting commercially produced biscuits in preparation for designing and making their own, these pupils showed good skills of evaluation and discrimination in deciding the features that attracted consumers. Effective links were made with work in science on healthy eating. Year 6 pupils drew on their knowledge of forces gained in science when making and testing the strength of bridges as part of a technology challenge.

125 Pupils show good interest in their work and they enjoy the challenge of making things. The majority sustain their concentration well. Speaking and listening skills are well developed in most classes, although some younger pupils in Key Stage 2 are much less willing to listen quietly and they are not always well behaved. Their attention to their work is less satisfactory and as a consequence their progress is slow. In other classes pupils are well motivated to learn; they work hard, collaborate with each other and achieve a good deal by the end of a lesson.

126 The quality of teaching is at least satisfactory and much of it is good. Teachers are confident in their approach to the subject and their knowledge is good. Their expectations are high and they provide a good range of stimulating activities for pupils to undertake. Tasks are well planned to extend pupils' experience of working with familiar and unfamiliar materials; and teachers ensure that good quality resources are available for them to use. No specific issues were identified in the previous inspection; the school has successfully retained a broad curriculum based on the guidance in the recently published guidelines.

Geography

127 The standard of work seen in lessons and in pupils' recently completed work is average for their age in Key Stage 1, and above average in Key Stage 2.

128 In Key Stage 1 pupils' progress is satisfactory. They have opportunities to investigate their surroundings and to make maps and plans that show geographical features. In these activities they steadily increase their geographical enquiry skills. They are developing their understanding of physical and human features of a place, through, for example, reading and considering the Katie Morag stories about the Isle of Struay. In one lesson seen, pupils readily identified the differences and similarities between their own locality and Struay. The older pupils showed a good awareness of the way in which changes to the environment can affect the lives of people, and made astute comments about the changes a pier would bring to the island. They showed a well-developed understanding that tourism would increase and alter the islanders' lives. In their discussions they demonstrated a secure understanding of the associated vocabulary, explaining accurately the differences between a jetty and a pier.

129 In Key Stage 2 pupils' progress is good, notably so in Years 5 and 6, and pupils produce work of a high standard. Pupils use maps, atlases, photographs and other sources with skill. The investigation on rivers, conducted by Year 6 pupils, demonstrated good standards in fieldwork as pupils sought to identify the features that affect the speed and flow of a river. They used their mathematical skills to very good effect to tabulate their results and present their findings graphically.

130 The teaching is good overall. Teachers plan work carefully to build on pupils' prior learning. They are good at finding ways that make learning enjoyable. For example, pupils' understanding of the difficulties encountered by third world inhabitants in collecting water was deepened when they had opportunities to handle a water vessel and try balancing this on their head. This stimulated their discussions about how we take water for granted and led to some well-considered suggestions about how water could be conserved. The ability with which pupils were able to draw together aspects of previous learning to look at conservation issues was impressive; they could support their suggestions well. In each of the lessons seen a key feature was the way in which the teacher skilfully steered discussions to focus pupils' attention on explaining processes and offering explanations about causes and effects. For example, pupils in Year 6 were helped to focus on the key features of the River Thames and to identify how and why it and the surrounding areas have changed over time. The pupils enjoy these discussions. They join in readily and, encouraged by their teachers, they use the appropriate geographical vocabulary. The teachers use their assessments of how well pupils have learned and understood the work to plan subsequent lessons. They modify tasks so that pupils of all abilities are presented with activities that challenge them to reach to their capabilities. Pupils react positively, and in most lessons there is a buzz of enthusiastic and purposeful activity.

131 The curriculum is well planned, using national guidance, and is considerably enriched by the use of the local area for fieldwork. The range and quality of resources are sufficient to support the school's curriculum, although some of the maps are out-dated and need to be replaced. The co-ordinator is new to the post, but has made a good start in monitoring the provision and in planning for the further development of the subject.

History

132 Standards of work seen during the inspection both in lessons and in work completed earlier in the term are average in Key Stage 1. The work in Key Stage 2 is generally of a good standard, particularly in Years 5 and 6, where many pupils show well developed skills of historical enquiry.

133 In Key Stage 1 pupils make steady progress in their understanding of the passage of time. Teachers draw well on topics within the pupils' own experience to help them understand how people and their lives change over time. For example, the study of photographs of themselves as babies and as they are now helped them to understand about past and present. This activity also helped them to understand that photographs are a useful source of evidence about the past. Pupils are becoming skilled in using other sources of evidence to draw conclusions about the past. For example, by looking at a selection of hats they were able to identify differences between old and new, and suggest who might have worn them. The older pupils in the class were able to make valid inferences about the different lifestyles of the people who might wear, for example a bowler hat and a cloth cap. Much of the work at this key stage is oral and pupils enjoy joining in the discussion and offering their opinion. They are confident when speaking and they are developing and using an appropriate range of vocabulary associated with the passing of time.

134 In Key Stage 2 pupils build well on earlier learning and progress is good. They use a wider range of sources and are learning how these may be used to look at how and why the past may be interpreted in different ways. Pupils in Year 4, for example, were able to make inferences and deductions from a portrait of Anne of Cleves. All were able to make some deductions about her appearance from her portrait, but only the brightest in the group were able to see the significance behind the fact that portraits were not always accurate, often showing nobility to be more attractive than was actually the case. In their discussions, pupils showed a deepening understanding about the reasons why Henry VIII married Anne of Cleves as they put forward ideas about whether she was a good choice of wife for him. Pupils in Years 5 and 6 are particularly interested in the periods they are studying, and are very motivated to do well. They are good at extracting and interpreting information from a variety of sources to build a comprehensive picture of the key features of the period in question. For example, through their research, pupils in Year 5 were able to reach substantial conclusions about the conditions and lives of children in Victorian times.

135 The overall quality of teaching is good. The lessons are well planned and activities are carefully prepared and supported by artefacts and books as sources of evidence. Teachers promote pupils' skills of historical enquiry well by encouraging them to use the sources with a degree of critical awareness, helping them to understand that evidence can lead to different interpretations. A key strength of the teaching is the way in which teachers use questioning to stimulate discussion and debate, and to encourage pupils to put themselves in the place of other people living in the past. Pupils in Year 5, for example, showed a deep understanding and empathy when they discussed the lives of Victorian children who worked in factories, and pupils in Year 6 have written some moving and sensitive diaries from the perspective of someone experiencing the blitz in World War II. Teachers take care to ensure that all pupils are fully involved in lessons and, where pupils are required to work independently and read and extract information, they take account of the reading demands of materials which pupils will use to ensure that these have an appropriate level of content and difficulty.

136 Discussion and debate feature strongly in history lessons and serve well in promoting pupils' spiritual, moral, social and cultural development as they consider and discuss characteristics of past societies and their diversities. Pupils' literacy skills are also used and developed well because teachers capitalise on the opportunities to foster and extend pupils' vocabulary and get them to write from different perspectives and for different audiences.

137 The school is making good use of national guidance to plan a curriculum that enables pupils to develop progressively their skills, knowledge and understanding. Visits to historical sites and museums are used well to enrich the curriculum and teachers take care to plan the associated activities and tasks so that pupils get the most out of such visits.

Music

138 In the few lessons observed, pupils attained average standards overall. Pupils, including those with special educational needs, make good progress in singing at both key stages. In composing, performing, listening and appraising music, progress is sound.

139 Pupils' singing in the assemblies seen was good. At Key Stage 1 they sing very sweetly with good control of pitch and rhythm. When accompanied by a guitar they managed to retain the tune successfully and maintained a good pace. They can sing in two parts and, with some help, retain the melody effectively. They sang a verse of 'The Lord is my Shepherd' with particular skill and managed to imbue the psalm with real spiritual significance. At Key Stage 2, pupils are able to adjust their voices quickly according to the demands of each song for greater or lesser volume, and they respond sensitively to piano accompaniment. They can handle changes in tempo and respond well to the challenge of singing as a smaller group within the larger.

140 Pupils have an appropriate knowledge about musical instruments and are able to select and name them and handle them correctly. They are aware of how musical effects can create a particular atmosphere and are beginning to be sensitive to others in their playing as part of a whole group. In Key Stage 2, pupils build on this knowledge and develop their creativity when using instruments. For example, in Year 3, pupils created some effective and original rhythms to illustrate the movements and sounds of a digger. Pupils have appropriately developed skills when listening to music. For example, in Year 6, pupils listened carefully to a taped radio programme, but found it difficult

to keep up with the speed of the presentation and the difficult rhythms of the boogie woogie song from the 1940s. The peripatetic service is heavily involved in the school and offers tuition in a variety of stringed and woodwind instruments. This instrumental tuition helps to develop pupils' musical understanding and the more experienced musicians amongst the pupils can discuss the chromatic scale and identify sharps and flats.

141 Pupils respond eagerly to the singing in assemblies and take pride in the various challenges with which they are presented. In Key Stage 2 they enjoy the taped music which is played as they come into assembly and they listen quietly. They are usually interested in making music and pupils in Year 3 in particular responded with much enthusiasm to the rhythms in one taped song.

142 The quality of teaching, as judged from the small sample of lessons observed, is satisfactory overall. Lessons are usually well planned and include a variety of interesting activities. Teachers introduce the lessons imaginatively and are successful in overcoming the short concentration span of some pupils by ensuring that each activity is short and well explained. Repetition is used effectively as a device to consolidate learning. Resources are usually well used. In one lesson teaching was unsatisfactory because the taped programme was not used to best effect and so the lesson lacked coherence.

143 Teachers plan appropriately for the complete musical curriculum in their mid-term plans, but feel that time constraints have led to less emphasis being given to composition. At Key Stage 1 teachers feel that they are no longer able to consider the musical elements in depth, but they ensure all are taught within a two year cycle. There is no scheme of work to guide teachers' planning for continuity and progression across the year groups and teachers rely on radio programmes and commercially produced documents to help them plan. The school is now waiting for some national guidance, which they expect to be helpful. A number of staff have musical skills which are used effectively in lessons and in teaching the recorder as a lunchtime activity.

Physical education

144 The school took appropriate steps to remedy the curricular deficiencies in physical education following the previous inspection. The current curriculum is broad and includes all the major games, sports and other aspects of physical education; the inclusion of a well-planned programme of swimming ensures that the curriculum fulfils statutory requirements. The school has retained opportunities for pupils to engage in outdoor adventurous activities, and these form part of the residential experience at Key Stage 2.

145 In the lessons seen in Key Stage 1 pupils attained the expected standard for their age in games and dance. They can explain the importance of warm up exercises and understand the effects of exercise on their bodies. In both games and dance they show good co-ordination in their movements. When using small equipment to improve their games skills, they can throw a ball in the air to a partner and catch it with good accuracy and some can control it well with their feet as they travel. When devising a sequence of movements they use their imaginations well as they balance, hop and skip while trying to control the ball, and some can develop complex patterns. In dance, their range of movements in time to music is more limited, especially when the rhythm is complex. They show better co-ordination when the tempo is slow and they have more time to interpret the theme.

146 In Key Stage 2, many pupils reach high standards. In pair work they can pass and receive a ball with good accuracy using their hands, feet and a hockey stick while travelling at different speeds. A minority of younger pupils at this stage has not yet learned to watch the ball closely in order to catch it consistently. Older pupils show good skills in hockey in controlling the ball around a series of obstacles when travelling at speed. In dance these pupils successfully compose a range of imaginative movements in response to the mood and tempo of music, varying the shapes they make and in some instances giving good attention to poise and style in their movements. They are less skilled in working with a partner to try to synchronise their movements. In using apparatus to devise a sequence of movements requiring good balance and control as part of gymnastics, pupils gave articulate explanations of their movements and illustrated them to others, showing good agility and control. They respond well to opportunities to perform for others and they are developing good skills in evaluating their own and others' performance.

147 Pupils try hard to master new skills in physical education and they make good progress. They are very well

behaved and show due attention to safety when moving around the room and using apparatus. They listen carefully to their teacher's instructions. They collaborate well in working with a partner or in small groups and they enjoy watching each other's performance. A minority of pupils in Year 3 finds it difficult to work quietly, but nonetheless they are enthusiastic and willingly participate in the lesson and do their best.

148 The quality of teaching is almost always good. Teachers plan their lessons carefully to give pupils opportunities to take part in strenuous physical activity and their expectations are high. They give very high quality demonstrations, for example in dance and in so doing give pupils a clear understanding of how to perform sequences of movements; they set high standards for the pupils to aspire to. They exercise firm but kindly control, lessons are well ordered affairs and teachers manage their classes well. Learning support assistants accompany the pupils with specific disabilities and work with them, so that they have full access to the whole physical education curriculum and can work safely within the limits of their physical capabilities. The co-ordinator provides a good lead for other staff and the detailed scheme of work gives them good quality guidance in planning challenging activities, which progressively develop pupils' skills in all the areas that the school covers. The school is reviewing its assessment procedures in physical education in the light of recent national guidance. At present specific criteria have not been developed for assessing each skill area; instead teachers are expected to make observations and record children's progress at the end of each unit of work. Several staff are experimenting with the use of photographic evidence to give a record of the work that pupils do.

149 The curriculum is well extended by several extra-curricular activities, which include fencing as well as the usual range of sporting activities, athletics in the summer term and dance. Pupils' participation is high. All the pupils in Key Stage 1 take part in the weekly fun and fitness programme, which is organised specially for them. A good number of older pupils regularly take part in the weekly netball and football clubs in the winter terms and in other games and sports at other times of the year. Fencing is popular and is taught by a member of staff who has a particular interest in this activity. As part of the school's very good commitment to equality of opportunity all activities are open to both boys and girls. For the most part boys choose to play football and girls to play netball, even though during the school day both boys and girls learn to play each of these games. The school takes part in inter-school tournaments with some success, and during the inspection the netball team was seen practising for two matches which were due to take place soon after.

Swimming

150 The inspection of this school included a focused view of swimming, which is reported below. As no swimming lessons took place during the inspection, judgements are based on the evidence available from discussion and the school's planning documents.

151 The school has a well-planned programme of swimming, which is taught during the summer term to pupils in Year 5. It ensures that by the time they leave school almost all pupils are able to swim at least 25 metres unaided and very many achieve much higher standards of skill. The school does not have its own pool on site, but instead hires the local authority pool which is about 3 miles distant. The programme of swimming is appropriately planned in advance by the school with the team of well-qualified instructors, who undertake the tuition of the pupils. At the start of the programme pupils' skills are assessed and they are placed into different groups based on their prior attainment. Those who are unable to swim are taught as a separate group; by the end of the twelve-week period of half-hourly lessons almost all have gained confidence in the water and are successful swimmers. Many pupils are already able to swim when they come to the school and for these pupils the emphasis is appropriately on increasing the standard of their performance using a range of strokes. Good attention is given to water safety. Pupils' attainment is reassessed at the end of the programme by the instructors using a carefully thought out series of graded exercises and team games. In recent years more than two-thirds of pupils have achieved standards well above the minimum required in the National Curriculum programme.

152 The school does not take part in any inter-school swimming galas. Pupils have the opportunity, however, to join a swimming club run by the instructors after school. The very few pupils who fail to achieve the 25-metre minimum by the end of the summer term in Year 5 are encouraged to continue the lessons at the club and many do so. Many other pupils are reported to take part in the swimming club, although there is a charge for this activity.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

153 Four inspectors spent a total of 14 days inspecting the work of the school. During this time 41.4 hours were spent observing 58 lessons, and a further 42.5 hours of inspection activity were recorded. This included observation of assemblies, registration sessions, and extra-curricular activities. During the inspection the work of six pupils from each year group was scrutinised and six pupils from each of Year 2 and Year 6 were interviewed. Six pupils from Years 2 and 6 read individually to inspectors; other pupils from all year groups were heard reading during their literacy lessons. Inspectors spoke to many pupils about their work and their life at the school and observed their behaviour at break and lunchtimes.

154 Discussions were held with members of the teaching staff, members of non-teaching staff and governors. School policies, registers and teachers' plans were examined, as were governing body minutes and reports to parents. A meeting, attended by 22 parents, was held to hear their views about the work of the school. Inspectors also had brief discussions with a number of parents as they brought their children to school or collected them at the end of the day. Fifty-two parents responded to a questionnaire seeking their views on the school.

155 All teachers were observed teaching, most on several occasions. Every teacher was offered confidential oral feedback on the lessons observed and received comments on the strengths of their teaching and where improvements might be made.

DATA AND INDICATORS

Pupil data

| | Number of pupils on roll | 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 |
|---------|--------------------------|---|--|---|
| Y1 – Y6 | 190 | 3 | 26 | 3 |

Teachers and classes

Qualified teachers (Y1 – Y6)

| | |
|---|------|
| Total number of qualified teachers (full-time equivalent) | 8.10 |
| Number of pupils per qualified teacher | 23.5 |

Education support staff (Y1 – Y6)

| | |
|---|-----|
| Total number of education support staff | 9 |
| Total aggregate hours worked each week | 114 |

| | |
|---------------------|----|
| Average class size: | 27 |
|---------------------|----|

Financial data

Financial year:

| |
|---------|
| 1998/99 |
|---------|

| | £ |
|--|---------|
| Total Income | 313,840 |
| Total Expenditure | 306,606 |
| Expenditure per pupil | 1,589 |
| Balance brought forward from previous year | 15,575 |
| Balance carried forward to next year | 22,809 |

PARENTAL SURVEY

Number of questionnaires sent out:

| |
|-----|
| 190 |
|-----|

Number of questionnaires returned:

| |
|----|
| 52 |
|----|

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 | 40 | 50 | 8 | 2 | 0 |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 50 | 42 | 4 | 4 | 0 |
| The school handles complaints from parents well | 17 | 42 | 31 | 10 | 0 |
| The school gives me a clear understanding of what is taught | 27 | 46 | 15 | 12 | 0 |
| The school keeps me well informed about my child(ren)'s progress | 21 | 52 | 17 | 10 | 0 |
| The school enables my child(ren) to achieve a good standard of work | 38 | 56 | 4 | 2 | 0 |
| The school encourages children to get involved in more than just their daily lessons | 21 | 46 | 23 | 10 | 0 |
| I am satisfied with the work that my child(ren) is/are expected to do at home | 21 | 48 | 17 | 8 | 6 |
| The school's values and attitudes have a positive effect on my child(ren) | 42 | 44 | 13 | 0 | 0 |
| The school achieves high standards of good behaviour | 38 | 50 | 6 | 4 | 2 |
| My child(ren) like(s) school | 60 | 37 | 2 | 2 | 0 |

Other issues raised by parents

Some are concerned about some of the classes being in excess of 30 and about the mixed age classes. Several felt that their children (in Key Stage 1) did not change their reading book frequently enough. Some parents said they would like more information about what was being taught.