

INSPECTION REPORT

The Croft Community Primary School

Painswick, Stroud

LEA area: Gloucestershire

Unique reference number: 115568

Headteacher: Mr Roger Harding

Reporting inspector: Mr Stafford Evans
21217

Dates of inspection: 21st - 22nd May 2001

Inspection number: 193778

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Churchill Way Painswick Stroud Gloucestershire
Postcode:	GL6 6RQ
Telephone number:	01452 812479
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Margaret Hodge
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Croft School is a Community Primary school with a total of 133 pupils on roll aged from 4 to 11 years. The school is smaller than the average primary school. It is situated on the edge of the village of Painswick, surrounded by over four acres of grounds. Attainment on entry to the reception class at the age of four years is above that expected for children of this age. The percentage of pupils identified as having special educational needs - 22 per cent - is in line with the national average. One pupil has a Statement of Special Educational Need, which is proportionately less than in most primary schools in the country. The percentage of pupils entitled to free school meals is below the national average. Less than 2 per cent of pupils are from ethnic minority backgrounds and speak English as an additional language. None of these pupils is at an early stage of English language acquisition.

HOW GOOD THE SCHOOL IS

This is a good and effective school with very good features. It gives good value for money. Pupils attain standards well above the national average by the time they leave the school. This means pupils make good progress during their time at the school. The quality of teaching is good. Pupils' attitudes, behaviour and personal development are very good. The headteacher provides very good leadership.

What the school does well

- The standards pupils attain throughout the school are well above the national average. Pupils' attainment in mathematics by the age of seven years is particularly impressive.
- There is a very significant amount of good and very good teaching that positively affects pupils' learning.
- The pupils like school. Their attitudes to school, behaviour, personal development and relationships with one another are very good. This also positively affects pupils' good quality of learning.
- Provision for pupils' personal development is good. The experiences provided for their moral and social development are particularly strong.
- The headteacher, ably supported by the deputy headteacher, staff and governors, creates an atmosphere within the school of high expectation of success.

What could be improved

- Standards pupils attain by the age of 11 years in information and communication technology are not high enough.
- The work planned for pupils under five years of age does not cover fully the Early Learning Goals¹ for the Foundation Stage of education.
- There is no reference within the school improvement plan to special educational needs, including no reference to evaluating the efficient deployment of staff or use of time.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. The school has developed well since then, with rapid improvement during the last 12 months. The local education authority has provided very good support for the school. Standards of pupils' attainment are higher now than at the time of the last inspection. The quality of teaching is better and so fulfils one of the key issues for action identified last time. For example, the amount of very good teaching is more than three times as high at 33 per cent. Also, there is now no unsatisfactory teaching - 10 per cent last time. There is a clear structure of managing and evaluating the curriculum - a key issue from the last inspection. School development planning is much more effective now than at the time of the last inspection. Inspectors identified this as another key issue for action last time. Although information and communication technology is below national expectations by the age of 11 years, pupils' standards are higher. In fact by the age of seven, standards are in line with national expectations. This means that the key issue relating to information and communication technology has been partially met.

¹ These goals are based on the areas of learning during the Foundation Stage. They also help to prepare children for future learning when they enter compulsory education at the age of five. The goals mainly refer to literacy and numeracy skills, and personal, social and emotional development. Most children should reach the early learning goals by the time they are five.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	B	A	A
Mathematics	A	A*	A	A
Science	B	A	C	D

Key

very high A
*
well above average A
above average B
average C
below average D
well below average E

Taking account of the results in 2000, English, mathematics and science together, standards of attainment are well above the national average. Inspection evidence indicates standards of attainment are currently also well above the national average. Science standards have improved and are now above the national average. The only weakness in pupils' attainment is in information and communication technology, which is below national expectations. Children in the Foundation Stage make good progress and attain above nationally expected standards by the time they enter Year 1. Pupils aged 5 to 7 build on this attainment well, and by the age of seven attain well above the national average. The variation in the number of pupils who sit the national tests at the age of 11 years makes an overall judgement unreliable about the trend in standards attained over recent years. For example, two years ago just six pupils completed the tests. The targets set for the pupils currently in Year 6 are high enough and appropriately challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and have very good attitudes to their work. They are very interested in school and willingly involve themselves in the range of activities it provides.
Behaviour, in and out of classrooms	Pupils' behaviour in and around the school is very good. They are polite to each other and to adults, and look after their own property as well as that of others. There are no exclusions.
Personal development and relationships	Pupils have very good relationships with one another and with the adults in the school. Their personal development is very good. Pupils respect other people's differences, show initiative and willingly take responsibility.
Attendance	The attendance figures for the school are well above the national average. They have improved year-on-year since the last inspection.

TEACHING AND LEARNING

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

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

The quality of teaching is good. Teaching is good or better in all lessons. It is very good in 33 per cent and good in the remainder. The quality of teaching in English and mathematics is good. The teaching has many strengths and no significant weaknesses. The strengths of the teaching include: the teaching of basic skills, the effective management of pupils' behaviour, teachers' secure subject knowledge and the effective use of appropriate teaching methods. Support staff make a positive contribution to pupils' learning. The quality of teaching of pupils identified as having special educational needs is good. The needs of the highest attaining pupils are met satisfactorily. There are no pupils identified as gifted or talented. This is a weakness as there are a significant number of very able pupils in the school.

The quality of pupils' learning ranges between very good and good. It is good overall. Pupils are keen to learn and are clear about what is expected of them. They understand what is good about their work and how it can be improved. They work very well co-operatively and collaboratively. They work very hard.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad range of work that is interesting and relevant to pupils aged from 5 to 11 years. The provision for teaching pupils to swim is excellent. The work planned for pupils in the reception class does not cover fully the Early Learning Goals for the Foundation Stage of Education. This is a weakness.
Provision for pupils with special educational needs	The school's programme of support for pupils is effectively organised to identify pupils who need additional help. This ensures they make similar progress to their classmates. The efficiency of the support could be increased by more effective use of the staff's time to support pupils' learning in class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is very good. It is good for their spiritual development and satisfactory for their cultural development. Pupils clearly understand what is right and wrong, and show a high degree of respect for all people.
How well the school cares for its pupils	The school cares very well for its pupils. Members of staff treat the pupils with understanding and respect. Procedures for child protection are in place. Teachers and support staff know the pupils very well and have precise information to tell them what they have done well and where they need help. Therefore, support is directed effectively to the pupils who need it most. The inspection team concurs with the health and safety issues identified and being addressed effectively by the headteacher.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	In the very short time the headteacher has been at the school, he has demonstrated a very clear vision of what sort of school it should be and puts pupils and their achievements first. He is ably supported by the deputy headteacher who, in his capacity as acting headteacher, successfully implemented a significant number of very necessary changes in the school. There is a good sense of team spirit among the staff and a definite shared commitment to succeed. Subject co-ordinators make a good contribution to the success of the school.
How well the governors fulfil their responsibilities	The chair of governors provides very good leadership. The governors have a very good sense of the strengths and weaknesses of the school and work effectively with the staff in their efforts to improve standards even further. The agreed aims of the school do not fully reflect all the school is trying to do.
The school's evaluation of its performance	The school monitors and evaluates effectively its performance. It knows its strengths and weaknesses and takes effective action to secure improvement. There is no reference to special educational needs provision in the school's strategic planning. This makes the monitoring and evaluation of this aspect of school life less secure than it is in other aspects.
The strategic use of resources	There is a clear link between planning for the school's development and finance. Priorities are relevant to the school. The principles of best value are applied effectively. The only weakness, readily recognised by the school, is the insufficient access to computers for pupils aged 10 and 11 years.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Seventy questionnaires were returned. This was 53 per cent of those sent out. Twenty-two parents attended the pre-inspection meeting for parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school enables their children to make good progress. • The teaching is good. • Their children behave well at school. • The school is very easy to approach with concerns. • The school is well led and managed. • The provision for their children's personal development is good. 	<p>A very small number of parents:</p> <ul style="list-style-type: none"> • feel their children do not receive the right amount of homework; • say they are not well enough informed about their children's progress; • believe the school does not work closely enough with parents; and • consider that there are insufficient extra-curricular activities.

The inspectors support the parents' positive views. Inspectors judge that homework provision enhances pupils' learning in most classes. However, there are inconsistencies between classes and in the quality of the teachers' marking of homework. There is an annual report of sound quality and formal occasions when parents discuss work with teachers. Teachers are available to meet with parents informally to discuss any issues of interest or concern that a parent might have. These arrangements are sufficient to keep parents well informed about their children. Parents are very welcome into school. There is a thriving parents' and teachers' association. Inspectors judge that the school does a great deal to foster close ties between home and school. The headteacher plans to increase further contacts between school and parents, for example with the possible formation of a parents' forum. The range of extra-curricular activities has increased significantly this term and now compares favourably with other schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The standards pupils attain throughout the school are well above the national average. Pupils' attainment in mathematics by the age of seven years is particularly impressive.

1. Throughout the school pupils achieve high standards in English and mathematics. Standards in science have improved this year, and are now above the national average. This has been brought about through using the results of assessment more effectively and by ensuring higher attaining pupils achieve at an appropriate level. By the time the children reach the end of the Foundation Stage they attain the national Early Learning Goals. Children under five make good progress. Standards in reading and writing achieved by pupils aged seven are well above the national average and in comparison with what pupils achieve in similar schools. In mathematics, they achieve very high standards. Eleven-year-olds attain standards in English and mathematics that are well above the national average, and much better than those of pupils in similar schools. The good quality of teaching is one of the main reasons for this success. Lessons are interesting and stimulating and, therefore, pupils enjoy literacy and numeracy. Consequently, they show very good attitudes to their learning. This complements very well the good teaching to produce high standards of attainment. Standards of attainment throughout the school are significantly higher than at the time of the last inspection.
2. Pupils write with flair in response to different texts. In work based on extracts from *Arthurian Legends*, a Year 6 pupil wrote about a dragon: "He was moody and fierce and the area round his cave, which was huge, was blackened". In another piece of work a year 6 pupil created a great atmosphere in her writing by using, at a key point in the story, the words: "The dimly lit and narrow corridors were covered with dry blood and the smell nearly knocked him off his feet". Work is punctuated correctly. For example, in a piece of work entitled 'The Gorgon's Sister's Revenge' a pupil wrote: "My winged sandals!" cried Perseus. The ones I used to defeat Medusa. I will leave at sunrise tomorrow". A Year 2 pupil wrote an extended piece of writing very imaginatively, using the words: "She would use her magic powers to make all the children very intelligent". In poetry writing a pupil wrote the line: "The playfulness of my rabbit". Another Year 2 pupil retold imaginatively and grammatically accurately the story of *Cinderella*.
3. Pupils write extremely well for a range of purposes. Year 2 pupils write in the style of Dick King Smith: "The rabbit has long sharp toes. Quickly through the tunnel the rabbit goes". Year 4 pupils demonstrated a very firm grasp of persuasive writing when they produced *anti-smoking posters*. In their work about Shakespeare, Year 6 pupils wrote good quality modern versions of Macbeth.
4. The good quality of teaching and learning ensures pupils produce very good quality work. Teachers choose texts that interest the pupils and motivate them to write imaginatively. Teachers' knowledge and understanding of how to teach the subject are secure. Therefore, they teach the subject confidently and this ensures pupils acquire the necessary skills to produce high-quality work. Teachers display attractively very good examples of pupils' writing. Therefore, pupils feel that teachers value their efforts, and they try even harder. Teachers mark pupils' work constructively with comments that pupils use to improve their work.
5. Pupils' high standards of writing are reflected in their good use of literacy skills in other subjects. Year 6 pupils wrote very descriptive stories that were inspired by art work related to Pieter Bruegel's painting 'Hunters in the Snow'. They accurately wrote extended pieces of work in history as part of their studies about the Ancient Greeks. Year

2 pupils wrote 'Windmill' poems of good quality to accompany their design and technology work. They also compiled a 'numeracy dictionary' to help with their mathematics work.

6. Teachers develop pupils' reading skills very well. Pupils show a clear understanding of what they have read. They are confident readers, who show very good expression and intonation. For example, Year 6 pupils demonstrated all these attributes during a literacy lesson about extracts from the writing of Robin Jarvis. Year 2 pupils read fluently and accurately. One pupil read 'Further doings of Milly, Molly Mandy' with much expression and great understanding. Pupils in Year 2 tackled new words confidently and expertly decoded words they were unsure of. Reading standards in Year 2 are currently very significantly higher than those in the 2000 national test. This represents very good progress.
7. In whole-class introductions to lessons, teachers expect high standards of listening and speaking. In discussions, pupils listen attentively to others, ask questions to develop ideas and take account of others' views. Their ideas are developed thoughtfully. This was very evident during a Years 4/5 lesson about the dangers of smoking. They used a wide range of vocabulary such as rhetorical questions. When other pupils spoke they listened respectfully. They posed interesting questions to develop their understanding of the subject. In a Years 1/2 art lesson, pupils discussed articulately how the artist Graeme Harris used leaf shapes to create a pattern.
8. Mathematics is taught well. This has a positive effect on pupils' learning and the high standards they attain. By the age of 11 pupils are very proficient in arithmetical calculations. They work quickly and accurately both mentally and in written form. They have a very good recall of number facts and manipulate number competently. For example, they calculate accurately the conversion of vulgar fractions to percentages - they know $10/19 = 53$ per cent. They work accurately with co-ordinates, including negative numbers, and probability. Teachers encourage this speed of thought by maintaining a brisk pace to lessons and importantly they ensure pupils have a very good grounding in basic mathematical skills.
9. Through skilled questioning teachers ensure pupils can look for patterns in number sequences and seek to establish a rule they can apply in all situations. For example, in a Year 2 lesson pupils used the 'counting on' strategy to add numbers to 20. They were able to explain in detail how they arrived at the answer. The teacher had very high expectations of the standards of work she expected from the pupils. This was demonstrated by extending the higher attainers work to include calculations involving grams. The result was that approximately 60 per cent of the class worked at a level higher than expected for pupils this age.

There is a very significant amount of good and very good teaching that positively affects pupils' learning.

10. The quality of teaching is significantly better than at the time of the last inspection. Throughout the school, teachers plan and prepare interesting lessons. Their lesson plans show clearly what is to be taught and learnt. This is shared with pupils at the start of lessons. This helps the teacher and pupils to remain focused on the purpose of the lesson and that sufficient work is covered in the lesson. Teachers give the highest priority to securing for all pupils the basic skills of literacy and numeracy and take every opportunity to develop these skills in different subjects. Teachers use a range of methods including whole class teaching, group and individual work which involve practical, investigative and problem solving activities. In most lessons, they use time and resources very efficiently. Teachers have secure subject knowledge. A great strength of

the teaching is the very good relationships between staff and pupils. This is the main reason why they manage pupils' behaviour so effectively.

11. Teachers use the results of assessment very effectively to match work to pupils' varying needs. The marking of pupils' work is very good. The feedback to pupils, spoken and written, enables them to improve their performance. Teachers encourage pupils to assess their own performance and strive for improvement.
12. As a result of the above, pupils' learning is good. They respond readily to the challenge of the work set, show a willingness to concentrate, and make good progress in lessons. Pupils apply their basic skills of literacy and numeracy to great effect in all subjects. For example, Year 2 pupils combine their literacy and numeracy skills by composing questions for their 'Number Stories'. They adjust well to the demands of working in different situations, selecting appropriate methods for doing something and organising effectively the resources they need. This was very much evident in a Years 4/5 science lesson on forces. Pupils organised their resources effectively to use 'force meters' effectively. They also used calculators to calculate accurately the mean. Pupils are confident and alert in asking questions and persevering with their work when answers are not readily available. They evaluate their own work and come to well thought out judgements about it. Where appropriate, pupils readily help one another.
13. Members of support staff assist pupils' learning effectively and contribute positively to their progress. Pupils in a Years 1/2 art lesson made good progress because the support staff were very clear as to what pupils were challenged to achieve. The teacher had briefed the support staff very thoroughly. This meant pupils received an effective level of support. The very good quality of relationships, both among pupils and between staff and pupils, ensured pupils attempted new work with confidence and high self-esteem. The involvement of student teachers in the life of the school enhances pupils' learning. The students teach to a good standard, as observed in a Years 1/2 literacy lesson. They provide valued support for teachers in lessons as well as benefiting from participating in the high quality of teaching and learning.
14. The following are examples of how the very good quality of teaching positively affected pupils' learning.
 - In a creative development reception lesson, the teacher provided a wide range of materials for children to complete their sculptures. This stimulated the children's interest and enthusiasm. Subsequently the pupils arranged the materials in imaginative ways to produce good quality sculptures, using for example stones, twigs and sticks. Also, whilst exploring the use of the materials the children extended their knowledge of colour, texture and shape. The class teacher and her support staff have easy and trusting relationships with the children and this creates a secure atmosphere in which the children work. This in turn means the children work with great purpose and are very keen to try new experiences.
 - In a Years 1/2 literacy lesson about writing humorous poems there was a very good working atmosphere. This stemmed from the fact that work was matched very closely to pupils' varying needs. For example, the less able pupils in a small group 'modelled' the first verse of the poem together, whilst the more able wrote poems independently. There was meticulous organisation of learning resources so pupils wasted no time settling to their work. There was a very brisk pace to the lesson and an appropriate amount of time was spent on each element of the literacy hour.
 - Very good planning and work clearly organised to provide a good structure to the lesson underpinned a very good physical education lesson with Years 3/4 pupils. There was a strong focus on developing pupils' running and throwing skills as part of their athletics work. This ensured pupils developed their basic skills very effectively. There was a very good balance between physical activity and skills practice. The

teacher demonstrated very secure knowledge of the subject so pupils were coached correctly and therefore increased, at a good rate, their level of performance. Each pupil at whatever level of performance was encouraged to improve. This showed the teacher's high expectations.

The pupils like school. Their attitudes to school, behaviour, personal development and relationships with one another are very good. This also positively affects pupils' good quality of learning.

15. The pupils' attitudes to learning, behaviour, personal development, and relationships with everyone in the school are very good. This has a very positive effect on their learning. Parents overwhelmingly feel that their children like school and that their behaviour is good. The high standards reported on in the last inspection report have been maintained.
16. Children's attitudes and behaviour in the Foundation Stage in the reception class are very good. Children show good levels of concentration, initiative and independence for their age because members of staff encourage this. Children share resources and work together as friends. In a science lesson the children worked well together sharing magnifying glasses and handling the plants and roots with care. These very good attitudes continue throughout the school. Pupils are courteous and polite; for example they readily say 'please' and 'thank you'. Throughout the school, pupils show respect for equipment and one another's property. For instance, they use the computers with care. They listen with courtesy and respect to their teachers and to each other, showing that they value what people say and do. In a Years 4/5 physical education lesson pupils watched respectfully each other's performances and were quick to praise one another. This was a strong feature of a very good lesson in which pupils' behaviour was excellent. The outstanding relationships between teacher and pupils created a first-class atmosphere for learning. Pupils show care and consideration for others.
17. The behaviour of most pupils is very good. It is often exemplary in assemblies. Pupils move around the school in a very orderly manner, for example, when they enter the hall at assembly times. The great majority of pupils play together as friends and are kind towards one another at playtimes. For example, they readily include others in their play. Boys and girls get on very well with each other. Interviews with pupils show that they know the rules for good behaviour at playtimes and what to do if they are bullied. They are confident that the teachers would deal with any incidents effectively. No pupils have been excluded from the school.
18. Relationships within the school are very good. Staff set a very good example of caring, friendly behaviour and this fosters the very good relationships between pupils and teachers. It is the cornerstone of the teachers' successful management of pupils' behaviour and has a very positive effect on pupils' learning. Pupils show courtesy and respect when speaking to staff and to visitors. Pupils of all ages willingly take responsibility in the classroom and around the school when they are given the opportunity. This promotes their personal development, sense of community and citizenship. Pupils organised a 'tuck shop', sponsorship and a raffle to raise funds for their residential visit. They readily access their own resources, make decisions about their work, evaluate meaningfully their own and others' work and present their work in a variety of ways.

Provision for pupils' personal development is good. The experiences provided for their moral and social development are particularly strong.

19. The provision for pupils' personal, moral and social development is one of the things that the school does very successfully. This very good provision has been maintained since the last inspection. The school promotes moral development strongly through the very good example that staff give of care and respect for others. For example, they listen carefully and with genuine interest to what pupils say and value their contributions. Adults use a range of rewards for good behaviour, effort and acts of kindness. For example, a pupil was presented with a certificate of merit for kindly helping a boy who was injured in the playground. As a result, most pupils' behaviour is very good and sometimes it is exemplary. Teachers ensure pupils know the rules regarding acceptable behaviour at lunchtime, playtimes, and in lessons. Therefore, pupils have a clear sense of the difference between right and wrong.
20. The very good relationships between everyone in the school underpin the very good provision for pupils' social development. Teachers encourage pupils to work together as friends in pairs or groups in lessons, for instance in physical education, information and communication technology and science. Pupils' sense of citizenship and care for others is fostered through good links with the local community, such as the village newspaper and the local churches. The increasing range of extra-curricular activities provides pupils with good opportunities to develop their social skills. Pupils recently played two football matches with neighbouring schools. Pupils in Years 5 and 6 make a residential visit to York. The school has had close links with a school in Rotterdam, and pupils have been on exchange visits over many years. Further links with schools in Europe are developing. These activities make a positive contribution to pupils' personal development. A very supportive parents' association organises a number of events, which are well attended by adults and children. The school actively encourages pupils to support and take care of others both personally and through supporting charities.

The headteacher, ably supported by the deputy headteacher, staff and governors, creates an atmosphere within the school of high expectation of success.

21. The headteacher has been in post for a very short time. He quickly established a very firm grasp of the strengths and weaknesses of the school. The headteacher has a very clear direction for the work of and the development of the school. He continues to build on the very good climate for learning that includes very good attitudes to work and harmonious relationships, and a very strong commitment to high standards. The quality of leadership and management of the school has improved very significantly since the time of the last inspection.
22. The deputy headteacher, during his time as acting headteacher, implemented successfully much needed improvement in school development planning. He also put in place a good system for monitoring and evaluating teaching, pupils' attainment and curriculum development. The deputy headteacher and staff ably support the headteacher. They work together well as a team. They are beginning to become more involved in the long-term strategy for the school. A good team spirit exists among the staff and there is a shared commitment to maintain the high standards and where possible strive for improvement.
23. The chair of governors provides very good leadership. The governors are very well organised and thorough in their approach. They demonstrate a very good understanding of their role and support the school with advice and encouragement. They have a very good understanding of the strengths and weaknesses in the school, and have a clear picture of how the school performs. There is good strategic financial planning

WHAT COULD BE IMPROVED

Standards pupils attain by the age of 11 years in information and communication technology are not high enough.

24. By the age of seven, pupils' attainment in information and communication technology is in line with national expectations and the progress they make is satisfactory. This satisfactory progress is built on well in Years 3 and 4. However, the older pupils make unsatisfactory progress. This is because they do not have the opportunity to use computers often enough. One way in which more time could be made available is by shortening some literacy and numeracy lessons that go on too long. Other factors that slow pupils' progress are the narrow range of information and communication technology work and the ineffective use of assessment of pupils' needs. The work does not always match the varying needs of the pupils. There is no clear picture of pupils' prior attainment or what is their experience of computers. The school has a very good awareness of the deficiencies in provision and the headteacher is in the process of introducing relevant changes. The planned changes are well designed to remedy the deficiencies.

The work planned for pupils under five years of age does not cover fully the Early Learning Goals for the Foundation Stage of education.

25. The quality of teaching in the Foundation Stage is good. The teacher has a good understanding of how young children learn, for example through practical and first-hand experiences. Children are given time to explore and apply their learning. The teacher makes good use of her knowledge of how children learn when presenting them with new experiences or information. However, the teacher's planning does not follow the national curriculum guidance for the Foundation Stage. There is insufficient use of the 'stepping stones'² to plan and teach the content of the Early Learning Goals. Therefore it is difficult for the teacher to assess whether children cover and achieve all aspects of the early learning goals.

There is no reference within the school improvement plan to special educational needs, including no reference to evaluating the efficient deployment of staff or use of time.

26. School development planning has improved very significantly during this school year. However, a weakness is the absence of reference to special educational needs. This makes monitoring and evaluation of the teaching, learning support and pupils' achievements difficult because there are no targets by which to measure the success or efficiency of special educational needs provision. There are many strengths within the special educational needs provision. Pupils' progress is monitored very closely and individual needs are identified accurately. The support they receive in class and when withdrawn is of good quality. Parents are fully involved in their children's education by being consulted at every stage. Information for parents is written in a clear and easily understood way. The governing body are very well informed of the provision within the school. However, withdrawal of individual pupils from lessons is often an inefficient use of learning support time. Also, time allocated to special educational needs support is not spent directly supporting pupils' learning. This is an inefficient use of time and staff. Most pupils identified with special educational needs are integrated fully into lessons. For example, in a Years 4/5 physical education lesson the quality of inclusion of special educational needs pupils was excellent. However, on a few occasions pupils are withdrawn from lessons to complete extra work and therefore miss out on work their classmates are doing.

² 'Stepping stones' show the knowledge, skills, understanding and attitudes that children need to learn during the Foundation Stage in order to achieve the Early Learning Goals.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. The headteacher and staff, with the support of the governing body should:

- raise standards in information and communication technology for pupils aged 11 by:
 - providing pupils with more time on computers to practise their skills;
 - providing more opportunities for pupils to handle information, control, measure and model using information and communication technology;
 - assessing pupils' attainment so that work is matched accurately to pupils' varying needs;
- plan work for children in the Foundation Stage so that all the Early Learning Goals are covered;
- include special educational needs issues within the school improvement plan and improve the efficiency of the deployment of staff and use of time.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

15

Number of discussions with staff, governors, other adults and pupils

7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	33	67	0	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	133
Number of full-time pupils eligible for free school meals	10
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	30
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1³

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	8	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	79 (88)	100 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	79 (94)	100 (100)	95 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	14	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	12
	Girls	14	12	14
	Total	27	25	26
Percentage of pupils at NC level 4 or above	School	93 (78)	86 (100)	90 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	12
	Girls	14	14	14
	Total	26	27	26
Percentage of pupils at NC level 4 or above	School	90 (89)	93 (100)	90 (100)
	National	70 (68)	72 (69)	79 (75)

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

³ The reason some data is missing in Key Stage 1 is to avoid the identification of individual pupils.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	111
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	22.2
Average class size	26.6

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	70

Financial information

Financial year	1999-2000
	£
Total income	243,650
Total expenditure	257,306
Expenditure per pupil	1,838
Balance brought forward from previous year	19,808
Balance carried forward to next year	6,152

Results of the survey of parents and carers

Questionnaire return rate 52.6%

Number of questionnaires sent out	133
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	41	3	0	0
My child is making good progress in school.	39	53	7	1	0
Behaviour in the school is good.	64	36	0	0	0
My child gets the right amount of work to do at home.	20	60	16	3	1
The teaching is good.	36	55	3	3	3
I am kept well informed about how my child is getting on.	26	57	16	3	0
I would feel comfortable about approaching the school with questions or a problem.	53	40	7	0	0
The school expects my child to work hard and achieve his or her best.	34	54	11	1	0
The school works closely with parents.	23	60	14	3	0
The school is well led and managed.	36	48	9	0	7
The school is helping my child become mature and responsible.	42	54	3	0	1
The school provides an interesting range of activities outside lessons.	9	52	28	10	1