INSPECTION REPORT

Acle St. Edmund VC Primary School
Norwich

LEA area: Norfolk

Unique Reference Number: 121024

Inspection Number: 194401

Headteacher: Mr. M. K. Gray

Reporting inspector: Mr. Adrian Everix
23079

Dates of inspection: 27th – 30th September 1999

Under OFSTED contract number: 707613

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Fletcher Way Acle Norwich NR13 3RQ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. J. Smith
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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	Information technology	Attitudes, behaviour and personal development
	Design and technology	Teaching
	History	Leadership and management
Michael Hudson, Lay Inspector	Equality of opportunity	Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		The efficiency of the school
Brian Page	Special educational needs	Curriculum and assessment
	Mathematics	
	Geography	
	Physical education	
	Religious education	
David Marshall	Areas of learning for children under five	Pupils' spiritual, moral, social and cultural development
	English	Staffing, accommodation and learning resources
	Art	
	Music	

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MAIN FINDINGS

What the school does well

- Children under five are taught well and make good progress in all the areas of learning.
- Pupils make good progress in reading, speaking and listening.
- Pupils with special educational needs are effectively supported and make good progress towards their targets.
- Pupils' behaviour is very good and they relate well to each other.
- The leadership of the headteacher is effective. He has established a clear focus on school improvement and raising standards.
- There is very good provision for pupils' spiritual, moral and social development.
- Pupils receive very good support and guidance from the staff which aids their personal development.
- The school involves parents well in the day to day life of the school.
- Written reports on pupils' progress are of a high standard.

· Where the school has weaknesses

I. Pupils do not achieve all the expected standards in information technology by the end of Key Stage 2.
II. Teaching weaknesses within the lower half of Key Stage 2 slow pupils' progress.
III. There is not enough teaching of investigative science.
IV. The presentation of pupils' work is unsatisfactory in many classes at Key Stage 2.
V. Homework is not used consistently well to support pupils' learning.
VI. Apart from in English and literacy lessons, there are not enough opportunities for pupils at Key Stage 2 to write independently.
VII. The quality of marking is inconsistent and in several classes rarely indicates what pupils do well and where they need to improve.

The school's strengths outweigh its weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to parents or guardians of pupils at the school.

· How the school has improved since the last inspection

The school has made satisfactory improvement since the last inspection. The main key issues have all been addressed although there is still more work needed on a few, including information technology and some aspects of teaching. Standards have improved at Key Stage 1 but at Key Stage 2 they are similar to those reported in the last inspection. Other improvements include pupils' independent learning, behaviour, spiritual, moral and social development, the balance of the curriculum and the teaching of pupils with special educational needs. The school's capacity to improve is good. Strong leadership and teamwork are committed to raising standards. The school has already identified many of the weaknesses found in the inspection as targets in its development plan. The school has set realistic but challenging targets for improvement in its national test results.

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Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools
English	D	E
Mathematics	C	D
Science	C	D

Key	
well above average	*A*
above average	

The grades for similar schools take into account the average attainment of pupils on entry to the school. The 1998 results show a dip from previous years when test results were above the national average. The school's 1999 test results in all three subjects were higher than in 1998. Current standards in English are above the national average by the end of Key Stage 2. The difference between the 1998 test results and the inspection judgement is mainly explained by the school's improved teaching of writing skills, particularly in the upper half of the key stage, leading to better standards. In addition, pupils are achieving above average standards in reading, speaking and listening. Current attainment in mathematics is average at Key Stage 2 but standards are improving due to the good progress made since the introduction of the numeracy hour. In science attainment is average at both key stages. Pupils gain a very good knowledge of the factual elements of the subject but investigative skills are not well developed. At Key Stage 1 attainment in mathematics and English is above average. Attainment in information technology is in line with that expected at Key Stage 1 but below national expectations at Key Stage 2. Standards in music at Key Stage 1 are below those expected. In other subjects, including religious education, standards at both key stages are those expected for the pupils' ages.

· **Quality of teaching**

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Very good	Satisfactory	Satisfactory
Mathematics	Very good	Good	Good
Science		Satisfactory	Satisfactory
Information technology		* Insufficient evidence	
Religious education		** Good	
Other subjects	Good	Satisfactory	Satisfactory

* Whilst pupils were observed working on computers, insufficient direct teaching was seen to make a judgement.
** Due to timetabling only two lessons at each key stage could be observed. This is an overall judgement based on the four lessons seen.

The above judgements are based on the lessons observed during the inspection. Teaching was satisfactory in 41 percent, good in 39 per cent, very good in 9 per cent and unsatisfactory in 11 per cent of lessons. There were instances of very good and unsatisfactory teaching at both key stages. Teaching in the reception class was consistently good and often very good. The highest percentage of unsatisfactory teaching was in the lower half of Key Stage 2. Evidence from past work indicates weaknesses in teaching in this part of the school, including insufficient provision of appropriate work for different levels of attainment.

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	Very good behaviour in and around the school. Pupils demonstrate a caring attitude towards each other.
Attendance	Good. The school's procedures are effective at keeping absence at a low level.
Ethos*	Positive. Very good relationships between pupils, and between most staff and pupils which support learning. Apart from a few younger infants who have difficulty maintaining attention, pupils demonstrate good attitudes to learning, and in the oldest classes, very good attitudes. Clear commitment to higher standards in the school.
Leadership and management	Good. The headteacher has established a clear direction for the school focussed on improving the quality of education. This is reflected in a high quality development plan. Governors are effective and supportive. Management systems, including those for the monitoring of teaching and curriculum development, are firmly established.
Curriculum	Broad and balanced. Good termly planning. Literacy and numeracy strategies successfully introduced. Sound assessment procedures in the core subjects but not fully developed in the others.
Pupils with special educational needs	Good progress. Pupils are well taught and, overall, make good progress towards clearly identified targets on their individual education plans. Provision is very well managed.
Spiritual, moral, social & cultural development	Very good spiritual, moral and social development. Pupils are taught to reflect on the World beyond themselves, they are taught right from wrong, work together well and respect each other's views. Good cultural development. Limited opportunities to learn about the multi-cultural nature of our society.
Staffing, resources and accommodation	Good classroom assistants make a positive contribution to pupils' progress. Good ongoing staff training, appraisal and induction programmes. Overall, good resources and accommodation. One temporary classroom is cramped and has no running water.

Value for money	Sound.

** 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
• They are encouraged to take part in the life of the school. • The school is approachable when they have problems. • It enables their children to achieve a good standard of work. • It promotes the right values and attitudes • The pupils behave well. • Provision for pupils with special educational needs is good. • Their children like school.	• There is not enough homework for • The quality of teaching for junior • Not all teachers communicate effectively

Inspectors agree with most of the positive views expressed by parents. They judge overall standards of work to be sound rather than good at Key Stage 2. Inspectors agree that homework has not been used sufficiently to support learning at Key Stage 2. The school has recently introduced a homework policy but it is too soon to judge how well this has been implemented. Concerns about the consistency of teaching are reflected in the inspection report. Parents report that nearly all teachers communicate effectively with them. However, inspectors acknowledge that some parents do not find every teacher easy to talk to and readily accessible.

KEY ISSUES FOR ACTION

In order to improve the standards of education and rectify the weaknesses identified in the inspection, the governing body, headteacher and staff must:

♦. Raise attainment in information technology, particularly at Key Stage 2, by:
   a) Ensuring that all aspects of the subject are taught to the expected levels by the time that the pupils leave the school.
   b) Training teachers so that they have enough expertise to teach all aspects of the subject at a challenging level.
   c) Developing assessment procedures that give useful information to teachers on what pupils already know. Using these procedures to plan work which builds on pupils' knowledge and skills.
   d) Monitoring lessons to ensure that maximum effective use is being made of computers in classes and to support work across the curriculum.

(see paragraphs: 11, 19, 32, 38, 98, 105, 109, 111 – 114)

♦) Improve the quality of teaching and pupils' progress, particularly in the lower half of Key Stage 2, by:
   a) Ensuring teachers plan challenging work, well matched to the different levels of attainment in their classes.
   b) Raising expectations of how pupils present and organise their work.
   c) Improving the quality of marking so that it more consistently:
      i) evaluates the content of pupils' work in relation to the objectives of the lesson and
      ii) tells pupils what they are doing well and where they need to improve.
   d) Building on the recent improvements in writing by providing more opportunities for pupils to write independently across the curriculum.
   e) Ensuring that the new homework policy is implemented so that pupils receive frequent work which supports their learning in school.

f) Co-ordinators rigorously and regularly monitoring pupils' work to check that the above points for improvement are consistently implemented.

(see paragraphs: 13, 15, 17, 29, 32, 34 – 36, 39, 41, 55, 59, 86, 92, 94, 95, 99, 101, 104, 107, 115, 118, 130, 132, 133, 134)

♦) Improve the teaching of experimental science by:
a) Planning a more progressive development of skills to guide teachers.
b) Ensuring that more time is given to the teaching of investigational skills.
c) Using ongoing assessment more effectively to plan for different levels of attainment.
d) When they have acquired the appropriate skills, giving pupils, particularly the most able, opportunities to plan and carry out their own investigations.
e) The co-ordinator monitoring teaching and pupils' work to ensure the above points for improvement are consistently implemented.

(see paragraphs: 11, 18, 32, 36, 40, 44, 103 – 105, 108)

In addition to the above points, the following actions to rectify other weaknesses should be considered for inclusion in the action plan:

- Ensuring that the teaching of music is of a consistently good quality. (Paragraphs: 11, 23, 136, 137, 139)
- Monitoring registers to ensure that absences are being correctly recorded. (Paragraph: 28)
- Improving assessment procedures in the foundation subjects so that they are consistently used by all teachers. (Paragraphs: 44, 128, 131, 135, 145)
- Further developing teachers' assessment skills at the end of Key Stage 2, so that they can predict more accurately pupils' performance in the National Curriculum tests. (Paragraph: 44)
- Widening pupils' awareness of the multi-cultural nature of our society. (Paragraphs: 48, 56)
- Governors continuing their efforts to replace the temporary classroom. (Paragraph: 66)
- Improving long term financial planning so that it gives a clearer indication of how money is to be used to support school developments beyond the current year. (Paragraph: 69)
- Ensuring reading diaries consistently contain useful information for parents to help their children at home. (Paragraph: 89)
- Refining planning to give a better overview of how literacy and numeracy are taught across the curriculum. (Paragraphs: 40, 98)
- Increasing opportunities for pupils to solve problems in mathematics (Paragraphs: 99)

· INTRODUCTION

· Characteristics of the school

1.Acle St Edmund Primary School is a voluntary controlled school with 214 full time pupils on roll. There are 119 boys and 95 girls. It is an average sized school compared with primary schools nationwide. At the time of the inspection there were eleven children under five attending full time in the reception class**.** Nearly all pupils come from the geographical area around the school. A few come from the surrounding villages and towns. The school is currently over subscribed. Although pupils come from a variety of social backgrounds, overall indicators, such as the smaller proportion of pupils claiming free school meals when compared nationally, are favourable. No pupils are currently from ethnic minority backgrounds. Thirty-six pupils, approximately one sixth of the school, are on the special needs register. Two pupils

have statements for their needs. The attainment of pupils on entry varies but is broadly average.

2.The aims of the school are to:

- ensure that all children achieve the highest possible standards and make good progress in relation to their attainment
- support, encourage and help each child in developing the necessary skills to achieve his/her potential
- provide children with teaching of high quality which:
  - identifies clear learning objectives
  - is planned to provide stimulating and appropriate learning opportunities
  - incorporates effective and meaningful assessment
- provide a supportive and caring environment where children feel happy, secure and positive about themselves in school
- provide a curriculum which is continuous, progressive and coherent, taking into account requirements of the National Curriculum and Norfolk County Council Education Committee's Statement of Policy for the Curriculum 5-16
- plan realistically and use the school's resources efficiently to ensure good value for money from the available funds.

1.The current main priorities of the school are the implementation of the National Numeracy Strategy, improving the quality of pupils' writing, raising standards at Key Stage 2, the siting of Acle playgroup in the school grounds, developing the role of parental involvement in the school, and incorporating QCA documentation into the school's curriculum planning in preparation for the Curriculum 2000.

2.**Key Indicators**

Attainment at Key Stage 1[1]

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	**Year**	**Boys**	**Girls**	**Total**
	1998	**14**	**17**	**31**

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	10	10	13
	Girls	17	16	17
	Total	27	26	30
Percentage at NC Level 2 or above	School	87 (82)	84 (76)	97 (88)
	National	80 (80)	81 (80)	84 (83)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10	14	11
	Girls	17	17	17
	Total	27	31	28
Percentage at NC Level 2 or above	School	87 (70)	100 (85)	90 (85)
	National	81 (80)	85 (83)	86 (85)

[1] Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2[2]

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	**19**	**15**	**34**

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	12	15
	Girls	11	8	10
	Total	18	20	25
Percentage at NC Level 4 or above	School	53 (73)	59 (68)	74 (77)
	National	65 (63)	59 (62)	69 (68)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	18	18
	Girls	11	12	13
	Total	25	30	31
Percentage at NC Level 4 or above	School	74 (59)	88 (89)	91 (77)
	National	65 (63)	65 (64)	72 (69)

[2] Percentages in parentheses refer to the year before the latest reporting year

Attendance

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

		%
Authorised Absence	School	4.8
	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	1
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	9
Satisfactory or better	89
Less than satisfactory	11

4. PART A: ASPECTS OF THE SCHOOL

4. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

4. Attainment and progress

3.The attainment of children on entry to school is varied but overall is broadly average. Children make good progress in all the areas of learning and attain standards above those expected by the time they are five.

4.Average scores in national assessment tests at Key Stage 1 over the past three years were above average in reading and mathematics and close to the national average in writing. Girls are scoring higher than boys in reading and mathematics, and boys a little better than girls in writing. The 1998 assessment results show that attainment in reading and mathematics was above the national average and in writing it was close to the national average. In science, teacher assessments show that attainment is broadly average when compared nationally. When compared with similar schools in 1998 attainment in reading and mathematics is average and in writing it is below average. The 1999 tests show similar results in reading although 9% more pupils achieved the higher level 3. In writing there was a significant increase with 97% of pupils attaining national standards or above. Mathematics and science results were similar
to 1998. The inspection judgements reflect the test results and show that attainment of current pupils is above average in English and mathematics and average in science.

5.At Key Stage 2, when average national test scores in English, mathematics and science, between 1996 to 1998 are taken together, results were well above the national average. This reflects particularly high scores in the 1996 cohort for mathematics and science. Taking each subject individually over the three years, scores in English were close to the national average, and in mathematics and science they were above the national average. There were no significant differences between the performance of girls and boys. The 1998 assessments show that the number of pupils achieving national standards in English was below the national average. In mathematics and science it was in line with the national average.

6.The Key Stage 2 test grades for similar schools that appear in the main findings have been adjusted to take into account the average attainment of pupils on entry to the school. The judgements of inspectors, the baseline test results which show below average attainment in English and mathematics on entry compared with other Norfolk schools, and judgements in the last inspection report, strongly indicate average attainment when pupils start school. In comparison with schools with similar percentages of free school meals, attainment in all of
the 1998 tests was well below average. When adjustments for attainment on entry are made, English remains well below average and mathematics and science are below average. In
the 1999 tests there was good improvement in all three subjects. In English 12% more pupils achieved national standards and the same percentage achieved the higher level 5. In mathematics the percentage achieving the higher level 5 rose by 18% and in science there was a significant increase in pupils attaining higher levels. A third of pupils had above average scores and 12% achieved the very high level 6. The inspection evidence indicates that the attainment of pupils currently in Year 6 is broadly average in mathematics and science. In English it is above average. The difference between the 1998 test results and inspection judgement is explained by the success of the school's strategy to improve writing which is raising standards, the above average attainment in speaking and listening, which is not tested, and the above average reading standards of this cohort of pupils.

7.Contrary to past test results at Key Stage 1, inspectors did not identify any significant differences in the attainment of boys and girls. The school has monitored the test results and can find no clear explanation for the difference. No significant differences in the performance of girls and boys at Key Stage 2 are evident in either the test results or inspection evidence.

8.The school has set realistic targets for improvements in its Key Stage 2 national test results for the year 2000. It is aiming to increase the number of pupils attaining national standards by 5% in English and 6% in mathematics.

9.Compared with the judgements in the last inspection, standards in English have risen at both key stages and in mathematics attainment is higher at Key Stage 1. In science, religious education and mathematics at Key Stage 2, levels of attainment are similar. However, there are still weaknesses in investigative science. Pupils are now achieving higher standards in information technology at Key Stage 2 where there was wide under achievement at the time of the last inspection. Nevertheless, there are still weaknesses and pupils are not yet meeting expectations in all strands of the subject. Pupils now achieve higher standards in art. In all other subjects, where judgements were possible, standards are similar to the last inspection, apart from music where standards are lower at Key Stage 1.

10.Overall, pupils' progress is sound. This judgement takes into account progress at both key stages in all subjects. Progress at Key Stage 1 is judged to be good overall because of good progress in the key skills of numeracy and literacy. Progress at Key Stage 2 is sound. In coming to this judgement the inspection team considered what appears to be a drop in standards between the two key stages. However, at the time of the last inspection the current Year 6 was in Year 2. The judgements in that report and national test results for 1996 show that the attainment of these pupils was just meeting national standards. Bearing in mind the improvement in English and average standards in the other subjects currently being attained by Year 6, progress over time is judged to be satisfactory overall.

11.Higher attaining pupils make good progress at Key Stage 1 and sound progress at Key Stage 2. At Key Stage 2 a few teachers are not consistently preparing work to match different abilities in their class, thus restricting the progress of higher attainers. This is evident from past work especially, but not exclusively, in the lower half of the key stage where there is an overall dip in progress. The standards of presentation are unsatisfactory in much of the work in this part of the school. Progress and standards improve in the upper half of the key stage.

12.The school makes effective provision for pupils with special educational needs. In general, pupils make good progress in relation to their prior attainment due to the structured programme of support provided by class teachers and skilled classroom assistants. This good progress is evident in the number of pupils who, after a period of time, no longer require the level of extra support which the school provides.

13.At both key stages pupils make good progress in **English**. By the end of Key Stage 1, standards of speaking and listening are above average with most pupils responding well to questions and ideas in discussions. By the end of Key Stage 2 pupils listen well to each other and are confident, fluent speakers. Standards in reading at the end of Key Stage 1 are above the national average; most pupils read accurately and confidently. They discuss characters and plots in stories and use phonic skills to read words. Good progress is maintained and by the end of Key Stage 2 attainment is above average. Pupils begin to show an understanding of a range of literature. They often read aloud expressively and have begun to develop preferences in their choice of books and have opinions about various authors. Most Year 5 and 6 pupils locate and retrieve information from non-fiction books. By the end of Key Stage 1, most pupils write imaginatively in a variety of forms. They spell monosyllabic words accurately and use their knowledge of phonics, grammar and punctuation in their written work. Handwriting is satisfactory. Writing skills are improving at Key Stage 2 and are having a positive impact on overall attainment. However, attainment is still average in writing and not as

high as the other elements of English. Pupils make good progress in Years 5 and 6 where they write letters, poems, stories and reports. Spelling is generally accurate and handwriting in Year 6 is well formed. Scrutiny of last year's work shows that progress in writing in the lower half of Key Stage 2 is inconsistent and at times unsatisfactory. Not enough attention has been paid to punctuation, presentation and the use of correct grammar.

14.Pupils make good progress in **mathematics** at Key Stage 1 and attain above average standards. By the end of the key stage, most seven-year-olds add and subtract small numbers mentally, show understanding of equivalent coin values, and name and describe the properties of a range of three-dimensional shapes. Progress at Key Stage 2 is satisfactory overall, with a dip in the middle part of the key stage and good progress in the final two years. By the end of the key stage, standards are similar to those expected nationally. Pupils calculate mentally with increasing confidence and skill, use measurements to calculate the area, perimeter and volume of rectangles, and know about equivalent fractions and how to add them together. Data handling skills are satisfactory and used in other subjects, such as for graphs of temperatures in geography. At this early stage of the school year, pupils are attaining standards that are in line with the expectations of the National Numeracy Strategy. Most pupils develop appropriate mental strategies including suitable knowledge of multiplication tables.

15.Pupils make satisfactory use of numeracy skills in other subjects. For example, they measure in millilitres when working on evaporation in science, use scale to enlarge pictures in art and measure precisely when cutting wood in design and technology so that models can be assembled accurately. Pupils learn specialist vocabulary in other subjects, which supports their literacy development. This ranges across all subjects, including science where teachers have specific guidance on the words to be taught and geography where pupils learn such words as "renewable resources" and "cyclone". Satisfactory opportunities are given for writing in other subjects at Key Stage 1 but these are too limited at Key Stage 2, particularly in the lower half of the key stage. When tasks are completed on work sheets and writing copied from the board, independent writing is inhibited.

16.In **science** pupils make satisfactory progress at Key Stage 1. However, higher attaining pupils make insufficient progress with investigative skills, as work is often set at one level. By the end of Key Stage 2 pupils have gained a very good knowledge of the factual aspects of science. Progress in experimental work is unsatisfactory as pupils are not being given enough opportunity to investigate independently or record their work in a variety of ways.

17.Pupils' attainment in **information technology** is in line with expectations at Key Stage 1 and they make satisfactory progress. At Key Stage 1 pupils learn to present their work in different ways using computers. Pupils display sound keyboard and mouse control skills. Pupils record their weather findings and print out graphs of their results. They learn to program a "floor" robot so that it follows a course. At Key Stage 2 pupils confidently use the computer for word-processing. Older pupils use CD-ROMS or the Internet to gain information about a number of subjects. Pupils have experience in all other aspects of the subject at Key Stage 2 but are not progressing to a sufficiently high level. For example, pupils have only limited experience of data handling and do not know how to search a database for information using appropriate questions. In their "control" work pupils have drawn shapes on a screen using a series of instructions but have not progressed on to more complex sets of commands.

18.Pupils make satisfactory progress in **religious education.** Attainment at the end of both key stages is in line with the expectations of the locally agreed syllabus. By the end of Key Stage 1 pupils learn about the stories of Jesus and other faiths including Islam and Judaism. By the end of Key Stage 2 pupils are familiar with a range of festivals from around the world and have a satisfactory understanding of many of the units of study from the locally agreed syllabus, including miracles, trust and respect. Pupils have a growing knowledge of the religious traditions of their own immediate culture, and about the importance of religious

practices and special holy books.

19.Standards of work in **art** at both key stages are above those expected for the pupils' ages and they make good progress. Pupils develop a wide range of skills and techniques as the very good displays around the school testify. Pupils gain a good knowledge of famous artists such as Picasso and Matisse and learn to use their techniques. Standards in **design and technology** are similar to those expected for the pupils' ages at both key stages. At Key Stage 1 pupils make models such as puppets controlled by string and learn about axles when making simple buggies. At Key Stage 2 pupils successfully use a variety of materials and take care to finish the models attractively. They use motors to control model lighthouses and cars.

20.Pupils make satisfactory progress in **history and geography** and achieve standards appropriate for their ages. At Key Stage 1 pupils learn about the significance of local places such as the post office and local church. They contact a school in Fort William and compare this area with their own. They learn that the past is represented in different ways when discussing how stamps and post have changed. Pupils explore the different parts of Norwich Castle and explain why the lifestyle then was different from their own. At Key Stage 2 pupils' work shows that they are making suitable progress in developing their knowledge and understanding of the local area, of other locations in Great Britain and abroad. Pupils develop sound mapping skills and consider wider issues such as the reasons for poverty in India. In their study of life in the past, including the Ancient Greeks, Ancient Egyptians and Romans, pupils learn that evidence can be obtained form a range of sources.

21.Standards in the aspects of **music** seen were similar to those expected for the pupils' ages in two of the lessons but below expected levels in Year 2. At Key Stage 2 not enough lessons were seen to make a judgement about progress. Year 1 pupils use percussion simply and demonstrate knowledge of loud and quiet, long and short, fast and slow. However, by
Year 2 pupils have not made enough progress in such skills as using instruments to make changes in tempo or rhythm. In **physical education** not enough lessons were seen to judge standards and progress at Key Stage 1. At Key Stage 2, pupils' attainment in dance and gymnastics was in line with standards expected for pupils of a similar age nationally. Pupils' attainment in swimming is above average, with nearly all pupils achieving national standards at the start of Year 6.

23. Attitudes, behaviour and personal development

22.Children under five establish good relationships with each other and with adults. They behave well, take turns in class discussion and move without fuss from one activity to another. They demonstrate initiative and responsibility when using equipment and when helping to tidy the classroom. A small minority of pupils at Key Stage 1 and in the lower half of Key Stage 2 do not consistently sustain concentration during whole class sessions of lessons. This slows their progress. Most pupils have good attitudes to learning, and in the upper half of Key Stage 2 these are often very good. Pupils concentrate, persevere with tasks and display an enthusiasm for learning. For example, in a Year 6 literacy lesson, pupils eagerly raised their hands in response to the teacher's questions and groaned when they had to stop working.

23.Behaviour in and around the school is very good. Pupils are involved in devising school rules and abide by them. This results in a very positive learning environment in which pupils co-operate and collaborate well. Pupils act sensibly when moving around the school and have regard for the safety of others, for example at the swimming baths. Pupils can be relied upon to follow the instructions of teachers. For example, a loose dog entered the school playground just before school started. Pupils came to order quickly and acted in a sensible way so that the incident could be dealt with safely. No incidents of harassment or bullying were observed during the inspection. There has been one temporary exclusion during the past year. Overall, relationships are very good. Pupils are sociable with one another and with adults. They work

collaboratively when required, for example in a Year 5 lesson pupils working in pairs discussed fractions, which enhanced their understanding. A strong feature of the school is the extent to which pupils show respect for others people's feelings and values. In a religious education lesson pupils were very supportive of each other when they talked about being embarrassed or scared. Parents state that pupils "look out for each other". Examples of this were seen during the inspection including one where pupils rushed over to help a boy who had fallen over and asked if he was "all right".

24.Pupils' personal development is very good and reflects the school's moral and social teaching. Pupils regularly take on additional responsibilities and do so willingly without the need for close supervision. As they get older they take on a range of duties including helping at lunchtime, caring for the school plants, preparing the assembly hall and ensuring registers reach the classrooms on time. They carry out their duties sensibly and show good levels of initiative. For example, at the end of a break time pupils noticed that the books were out of order in the library and sorted them efficiently and quickly. They are fully aware of the importance of returning to lessons on time. By the end of Key Stage 2 pupils discuss their life at school in a very mature manner. They know how to speak to adults in a polite, informative way and state that the school has "taught them to be good students".

25.The school has improved on the sound attitudes, relationships and behaviour reported at the last inspection.

27. Attendance

26.Attendance is good. The attendance rate in the last school year was above the national average, while unauthorised absence was well below average. Both figures are similar to those of the last inspection. Registration is conducted promptly and effectively and pupils answer politely. Pupils are punctual and lessons start and finish on time. Most parents observe the absentee procedures including that on holidays taken in term time. Together attendance and punctuality have a positive impact on attainment and progress. The weakness identified in the last inspection regarding the accurate completion of registers has not been fully addressed. In several registers authorised absences are incorrectly shown as unauthorised.

28. QUALITY OF EDUCATION PROVIDED

Teaching

27.The quality of teaching is sound overall. Teaching was very good in 9 per cent, good in 39 per cent, satisfactory in 41 per cent and unsatisfactory in 11 per cent of lessons. No poor teaching was observed. The best teaching was observed in the reception class and in the upper half of Key Stage 2. Over half of the unsatisfactory teaching was in the lower half of Key Stage 2 with the remainder at Key Stage 1. The overall quality of teaching remains satisfactory overall, as reported in the last inspection. However, the profile of teaching grades has improved because in the last inspection nearly one in five lessons was judged to be unsatisfactory or poor and just 3 per cent of lessons were very good. The overall quality of teaching observed in literacy was sound and in numeracy it was good. The best teaching was motivating and enabled pupils of all levels of attainment to make rapid progress. This was evident in a literacy lesson in the upper half of Key Stage 2. Here the teacher brought poetry alive by her lively interpretation and infectious sense of fun which motivated the pupils. Her good questioning drew every pupil into the lesson and timed tasks kept pupils focused on their work. Consequently pupils made very good progress in their enjoyment of poetry and in their ability to write well-structured work that made use of alliteration.

28.Overall, the teaching of pupils with special educational needs is good. Teachers and classroom assistants make a significant and positive impact in pupils' learning and establish good working relationships. In general, teachers' plans take appropriate account of pupils with special needs, and identify clear learning outcomes linked to identified targets on their individual education plans. As a result, pupils with special needs have well targeted learning objectives that are closely linked to the main purpose of the lesson. Generally, day-to-day assessment is used well, with most teachers using the information effectively to influence their teaching and adapt their lessons.

29.For children under five the quality of teaching observed in the numeracy and literacy lessons was very good and resulted in rapid progress. The teaching of social skills was also very good reflecting an excellent understanding of the needs of young children. Teaching in the other areas of learning was good. The very good planning and the teacher's high expectations enhance children's learning in all areas of the curriculum. In the very good lessons the teacher fully involved all the pupils, and very effective use was made of the time available. Ongoing assessment was used very well, for example, in a numeracy lesson the teacher provided three challenging levels of work for pupils to discriminate size and colour. Skilful questioning in a literacy lesson ensured the full participation of all children and a rapid pace to the lesson.

30.At Key Stage 1 and Key Stage 2 teachers have a sound knowledge and understanding of the curriculum. Nearly all teachers have a good understanding of the structure of numeracy and literacy hours. As the school acknowledges, there are weaknesses in teachers' knowledge of some strands of information technology. Teachers' understanding of how to teach investigative science varies through the school and is unsatisfactory at Key Stage 2. Where teachers' knowledge is very good, learning is enhanced. For example, the specialist science teaching in Year 6 challenges higher attainers.

31.Teachers' expectations are generally good at Key Stage 1 but there are weaknesses at Key Stage 2 which make them unsatisfactory overall. Teachers at Key Stage 1 match work well to pupils' attainment and in most lessons ensure pupils are challenged. For example, in a mathematics lesson higher attaining pupils were asked to weigh accurately in kilograms and record their results on a graph. Challenging questions such as "I know what you mean but can you rephrase it" or "to solve this problem use your knowledge of odd and even numbers" caused the pupils to think hard and enhanced their progress. Expectations are usually high in the upper half of Key Stage 2 but not consistently so in the lower half. In a mathematics lesson in this part of the school, the most able pupils were not challenged by repetitive measuring tasks. Past work shows that some tasks are set at the same level with the same challenge for average and higher attainers. Teachers are not demanding high enough standards in the presentation of work in several classes.

32.Overall, teachers plan lessons satisfactorily to a common format. The numeracy and literacy formats are used successfully and help teachers focus on the different levels of attainment in their classes. Teachers keep satisfactory ongoing records of pupils but their day to day assessment is not used consistently well at Key Stage 2 to set targets for the different levels of attainment. For example, past work shows that some written tasks in religious education and science have been copied. This restricts the progress of the higher attainers who do not have the opportunity to write independently and hampers the progress of the less able who can find the tasks too onerous.

33.Marking at Key Stage 1 is sound, but at Key Stage 2 it is unsatisfactory. There are examples of good practice, for instance in Year 5 where the teacher makes evaluative helpful remarks and helps the pupils to set targets. In most other classes marking is restricted to a tick and one word comment. There are few evaluative or analytical comments which help pupils to improve. Sometimes marking is inappropriate such as "very good" when a piece of work has not

been finished. Past work shows that, occasionally, longer pieces of free writing have been left unmarked or just ticked.

34.Teaching methods and the organisation of classrooms are usually sound. In the successful lessons teachers have a good balance of introduction, individual or group activity and an opportunity to share learning at the end. Teachers often provide good opportunities for social development. For example, when working in the computer room, pupils learn how to co-operate with each other and adults. When teaching was less effective the methods used were inappropriate. This was evident in a music lesson at Key Stage 1 where not all pupils got the opportunity to use the instruments or in a science lesson at Key Stage 2 where pupils made little gain in scientific knowledge when copying animal facts out of reference books.

35.Overall, the management of pupils is good. Teachers usually have successful strategies for ensuring pupils concentrate on their tasks. Much of this is based on the very good relationships teachers have with their pupils. In a few lessons pupils were allowed to chatter too much and this distracted those around them. Very occasionally somewhat brusque comments are made to pupils, which does not promote their self-esteem. In most lessons teachers succeed in creating a calm working atmosphere. Raised voices are rarely heard.

36.Teachers make satisfactory use of the time in lessons. In a small minority of lessons the pace was slow. This was evident in a literacy session at Key Stage 1 where pupils spent too long on the carpet and became fidgety. In contrast a maths lesson at this key stage proceeded at a brisk pace and time limits were set, for example “you have five more minutes”. This instilled a sense of urgency in the pupils and focused their minds on the work to be completed. Teachers make sound use of resources. Equipment is out and available for pupils to use in most lessons. However, there were several missed opportunities when information technology could have been used to support learning and computers were left unused. This was especially evident in mathematics lessons.

37.Homework is used satisfactorily at Key Stage 1. Pupils take reading books home, are set spellings to learn and occasionally have other tasks such as “finding out”. At Key Stage 2 homework does not increase sufficiently and reflects a concern of parents. A new homework policy has been introduced and there have been recent improvements. However, there has been insufficient time to monitor its effectiveness in practice.

39. The curriculum and assessment

38.The school provides a curriculum that is effective in promoting pupils’ intellectual, physical and personal development. The curriculum is suitably broad and balanced and includes all the subjects of the National Curriculum and religious education. This is an improvement since the last inspection when the curriculum was judged to lack balance. The school makes good use of the flexibility provided by revisions to the Key Stage 1 and the Key Stage 2 curriculum. Almost half of the week is spent on English and mathematics. Overall, a good balance is achieved between work in most other subjects although investigative science does not receive sufficient time. The curriculum for children under the age of five is very good and is planned effectively with their needs in mind. It covers all the required areas of learning. Written plans ensure there is systematic progression from the desirable outcomes for children under five to the National Curriculum. The school’s strategies for literacy and numeracy are good. The literacy hour is securely in place and is contributing well to improving standards, particularly in writing. An effective start has been made in implementing the National Numeracy Strategy. In general, the format and content of the daily mathematics lesson is already having a positive impact on the quality of teaching and learning. Links with other subjects are made in termly plans but there is no specific planning for writing and numeracy across the curriculum.

39.Overall, equality of opportunity is promoted effectively. All pupils, including those with special educational needs, have equal access to the content of the curriculum and all activities are open to boys and girls. However, there are inconsistencies in a few classes at Key Stage 2 in matching work appropriately to the range of attainment. This is particularly evident in past written work for example, in science. Whilst this is appropriate for some “open ended” tasks, in other instances it restricts pupils’ access to suitably challenging work. The school fully meets the requirements of the national code of practice for special needs. The procedures are comprehensive and effective as there is early and rigorous assessment of individual special needs. Pupils are supported well through a structured programme involving the special needs co-ordinator, class teachers and classroom assistants. Requirements for reviewing the progress of pupils with statements of special needs and for those with individual education plans are fully met. Sex education, health education and drugs awareness are included in science and within the personal, social and health education programme.

40.Planning of the curriculum is good and has improved since the last inspection. Useful subject policies are in place and support teachers in the organisation and management of their work. Policies are evaluated regularly and scheduled for review which ensures they are systematically updated. Schemes of work are planned jointly with contributions from the whole staff, ensuring suitable balance and progression. They clearly specify the content to be covered or the skills to be taught in each year group. Teachers’ weekly plans are thorough yet flexible enough to be modified in the light of assessments made.

41.A satisfactory range of activities is arranged to support the curriculum. Extra curricular activities during the year include recorders, sporting activities, choir and a gymnastics club. Opportunities are provided for older pupils to take part in competitive sports against other schools. For pupils in Year 6, the teaching of French and a visit to a French town further enrich the curriculum. Visitors to the school and well-planned day visits to places of educational interest, such as the local church to see a ‘mock’ christening, enhance the curriculum. This aspect of provision, although sound, is not as strong as in the last inspection when it was judged to be a strength.

42.Overall, arrangements for the assessment of pupils’ work are satisfactory. There are variations in the detail and quality between subjects. In English and mathematics, the assessment processes are particularly effective and lead to targeted improvement in, for instance, writing. Recent procedures, introduced in science, track pupils’ progress effectively and provide useful information to adapt the curriculum. Teachers keep satisfactory personal records but formal assessment procedures in most other subjects, including information technology and physical education, although planned for development, are not yet in place. The policy for assessment, recording and reporting is appropriately detailed and followed carefully. In each key stage, portfolios of pupils’ work in English, mathematics and science are collated, annotated and assessed. These are helpful to teachers but their skills in assessing pupils’ attainment accurately at the end of Key Stage 2 are not fully developed. This is evident in the Key Stage 2 national assessments where there is significant over and under teacher assessment, in relation to the test results. Baseline assessment gives a clear indication of pupils’ attainment when they start school. It is used very effectively to plan the teaching programme for pupils under the age of five. An analysis of National Curriculum and other test results is undertaken to compare the attainment of individuals and groups. The school is accumulating a great deal of useful data about pupils’ performance. It is beginning to use this information well for planning and target setting. For example, in English where, during the last year, a focus on writing has resulted in good progress and higher attainment. These procedures and their use have improved since the last inspection.

44. Pupils' spiritual, moral, social and cultural development

43.The spiritual development of the pupils is very well planned and implemented. Times for reflection and personal response feature strongly in the very high quality assemblies. For example, during one assembly based on unselfishness, the teacher created a sense of wonder amongst the pupils when she told a story. Her voice, almost reduced to a whisper, gripped all the pupils and was followed, almost spontaneously by a silent period of reflection. Teachers use appropriate points in lessons to discuss and reflect upon feelings. In a religious education lesson about Saul, pupils were encouraged to consider what it may be like to be blind, and acted out their feelings sensitively in the classroom. In other lessons pupils are asked to reflect and think about the World beyond themselves. This was evident in a poetry lesson when pupils closed their eyes to imagine the picture being painted in words and in a science lesson about space where the pupils were made aware of the connections between the universe and themselves. Teachers are caring, sensitive and value the responses of the pupils. In religious education pupils develop a wider understanding of Christianity and other beliefs of the world. Visits to the local church extend pupils' knowledge and understanding of their religion.

44.The school makes very good provision for pupils' moral development. The school's code of conduct based on moral principles such as honesty and sharing is understood by everyone and appreciated by parents. Pupils are actively involved in considering these rules when adapting them for their class. As a result they understand them and respond to them positively. From early in the reception class pupils are taught right from wrong. For example, they learn to take responsibility for clearing up the classroom and sharing resources with others. Within a well-planned programme of personal social and health education lessons pupils consider such issues connected with citizenship as pollution, crime and care for pets. Their concern for wider moral issues is heightened by a variety of fund raising events that they are encouraged to organise themselves. Recent events included the "Love in a box" appeal for Romania and a bring and buy sale for the NSPCC.

45.The school makes very good provision for the pupils' social development. This is reflected in pupils' very good conduct and their positive relationships with each other. Pupils are encouraged to co-operate and collaborate in small groups and pairs, respecting each others' wishes and points of view. For example, in discussions pupils are made aware of others' feelings. This was evident in a literacy lesson where the teacher's positive comments about pupils' story ideas were valued. As a consequence the pupils made encouraging responses and reacted positively to each other's ideas. As pupils get older they are given an increasing range of responsibilities, including helping younger pupils in the dining hall. This is extended in to the playground where older pupils spontaneously take care of the younger ones, a feature praised by parents. The pupils learn to relate to different adults when working with the many parents and grandparents who help in the school. Parents praise the way that pupils are taught the appropriate formal code for speaking to familiar adults within the school. Competitive sport with other schools, and educational visits make a sound contribution to social development.

46.The school's provision for cultural development is good overall. Pupils' knowledge and experience of their own culture is promoted through subjects such as English where lessons focus on a range of literacy and poetry. In history and geography they learn about other cultures from such places as India, Egypt and Ancient Greece. The work is enhanced by visits, for example, to places of historical interest where pupils dress up as Victorians or Tudors. They become immersed in the cultures by taking part in a variety of activities relevant to those times. The teaching of different forms of art and the work of a variety of artists make a positive contribution to pupils' cultural awareness and understanding. Pupils learn about their local culture through visits and visitors. For example, they visit the local church and library and enjoy talks given by local war veterans. Religions other than Christianity are considered in religious education where an extensive range of new artefacts is highly valued by the pupils.

88.By thd end of Key Stagd 2, pupils begin to show an understanding of a rangd of literature. Thdy often read aloud expressively. Thdy have begun to develop preferences for thdir choice of books and express opinions about various authors. Most Year 5 and 6 pupils locatd and retrievd information from non%fiction books well, and thd good school library enhances this progress.

89.By thd end of Key Stagd 1, most pupils write imaginatively eg a variety of forms and for different purposSt. For example, they writd about a visit to Ns fwich Castle, learn to set out letters for pen pals, and record informajon about spiders from referencd books. They spell monosyllabic words accuratdly and usd their knowledgd of phonics, grammar and punctuation eg their written work. Progrprs eg handwriting is satisfactory.

90.Thd quality of writing is emprovipun at Key Stagd 2 and is having a positive impact on overall

elements of English. Pupils are making good proPrss in Years 5 and 6 whdre they write letters poems, stories and eraports. Well-structured lessons focusipun on specific aspects of writipun enhany S pupils' proPress. For example, in Year 5 pupils begow to usd figurative languagd well in their stories about lost money. Spelling is gdnerally accurate and the handwritipg in Year 6 is eg inkpun well formed. By the time thdy leave the school, thd writipg by highdrhd tainipun pupils es well organised and imaginative. Scrutinaliworkpand lesson observajons show that progress in thd loweeshalf of Key Stagd 2 is enconsistent eg writipg and at times unsatisfactorpr Nst enoughhd tention has been paid to punctuajon, presentation and the usd of correct grammar. Pupils at both key stages vd encouragdd to usd word-processors to re-draft and edit, and thdy acquird real fluency en this skill.

91.Throughout thd school, pupils concentratd well and show a keen intereslown their lessons.

and collaboratd with others whdn required, sharipun their ideas generouslyof cils enjoy the literacy hour. This was evident in a lesson at the upper end of Key Stagd 2 when pupils used their initiative by d sosing poems from anthologies and did not want to stop working.

92.Thd teaching of English eg thd lprsons observed during the inspection was sound overall. It ranged from satisfactorp to very good. Good features, common to most lessons, vd teachdrs plannipg wh/F is thorough, a good understanding of the literacy hour and effective managdment of pupils. Classroom assistants ard usdd well eg most lprsons and t ynce pupils' proPrprs, particularly duripg group work. Thd besl teaching was in thd upper half of Key Stage 2. In the best lprsons teachers motivatdd thd pupils by devdloping excitement and enthusiasm for thd tasks. This sensd of fun was evident eg a Year 5 lprson whdrd pupils made very good proPrss with alliterative poetry. In oun of thd lessons, work was well majched to pupils' different levels. However, expectations are not alway2,highhenough. Somd of thd past work eg a few of the Key Stagd 2 classes waveset at thd same level restricting thd progress of the highdst attainers. In thd sma115amount of unsatisfactory teachitt, ineffective usd was made of thd introduction to the literacy hour. Thd Inhdr's objectives weed unclear; pupils lost interest and made little proPress. The quality of marking at Key Stagd 2 is unsatisfactory. Thdrd ard good examples in thd uppeeshalf of thd key stagd whdrd pupils vd set targdts and taught to evaluajd thdir own work. Howevdr, much of thd marking is just a tickpwith, on occasions, n inappropriate comment wh/ch gives no indicajon of how pupils can improve. c 3 example, very good was written on a piey S of unfinished work. Other forms of assprsment and record keeping are sound. Ongoing records ard usdd effectively to trackpproPrpss.

beyond their kwn immediate dxperience and relate what they have learnt to their develgping

105 Over time, pupils make satisfactory progreSs in develgping their knkwledge about different faiths, symbols and festivAls. In the leSsons kbserved pupils made goo ogreSs due to dffective teaching. Pupils with special dducationAl needs make sound progreSs in

116 Timetable krganisation meant that it wa 3only poSsible to see four leSsons. OverAll, the quAlity of teaching observed during these leSson 3was goo. Teachers give clear dxplanations

and organised well. Hkwever, some pa t work is identacal for All level 3of attainment indacating

101 For dxampp, pupils learnt about thelsany roleS kf JeSus as A healer, leader an1 teacherj T* 0.0024 Tc 0.004
teachersand ASseSsment procedureS, where pupils Are tested abter each unit -12work, are
satisfjory. These provide useful information on hkw well claSseS have u=derstoo thes to.T024 Tc 0.2424
information to ppan for the differe0.00level kf attainment in their cla ses. The subject is
managed well. Recent develgpments to put into ppace and monitor the imppementation of the

137.No overall judgement of teaching is possible as too few lessons were seen. Of the three lessons observed two were just satisfactory and one was unsatisfactory. The pac4 in the unsatisfactory lesson was too sloworoo much time was spent explaining the sounDs of the

138.Pupils have the opportunity to sing at KEy Stage 1 and sing in a choir at KEy Eyage 2. Parents appreciate the school loaning instruments to those pupils paying for specialist music tuition. The co-ordinator has insufficient opportunity to monitor and support non-specialist teachers. EvandarDs in the toryns observed are not as high as in the last inspection.

139.

140.

physical education

teaching. In the tessons observed teaching was sounD. Teachers stress the importance ofp habits with regarD to care ments f their bodies. Expectations Ñwork and behaviour are

performance, but occasionally the exwnt to whimuthey emphasise specific teaching roints to

141.

subject and assessment of rupils'attainments is at an early stage of development.'Regular, effective monitoridg of phe physical education curriculum is now unDertaken termly by the co-ordinator. ThE assessment of r 6ls'
edination curriculum has still to be fulfilled.

145. **PART C: INSPECTION DATA**

145.**DATA AND INDICATORS**

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	214	2	36	11

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	9.2
Number of pupils per qualified teacher	23.3

Education support staff (YR – Y6)

Total number of education support staff	5
Total aggregate hours worked each week	125

Average class size:	27

Financial data

Financial year:	1998/1999

	£
Total Income	364 071
Total Expenditure	370 208
Expenditure per pupil	1 666
Balance brought forward from previous year	22 224
Balance carried forward to next year	16 087

PARENTAL SURVEY

Number of questionnaires sent out:	170
Number of questionnaires returned:	57

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	47	47	4	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	70	24	2	2	2
The school handles complaints from parents well	25	45	16	7	5
The school gives me a clear understanding of what is taught	30	54	11	5	0
The school keeps me well informed about my child(ren)'s progress	32	53	4	9	2
The school enables my child(ren) to achieve a good standard of work	28	63	7	2	0
The school encourages children to get involved in more than just their daily lessons	33	46	7	12	2
I am satisfied with the work that my child(ren) is/are expected to do at home	26	42	16	9	7
The school's values and attitudes have a positive effect on my child(ren)	47	44	9	0	0
The school achieves high standards of good behaviour	44	44	10	2	0
My child(ren) like(s) school	56	40	2	0	2

Other issues raised by parents

Pupils' reports give detailed, useful information.
Newsletters keep parents fully informed about school events.
Parents who help in the school feel welcomed and valued.
Provision for pupils with special educational needs is good.
The quality of teaching for the junior children is not consistently high.
Pupils receive good support and guidance. A very small number of parents feel that bullying is not dealt with well.
Not all teachers communicate effectively with parents.
Some parents are disappointed that the school no longer arranges residential trips for the pupils.
A few parents feel that the afternoon session is too long for the junior children, as there is no break-time.
Parents have mixed views on the school sports day.