

INSPECTION REPORT

SALTWOOD CE PRIMARY SCHOOL

Saltwood, Hythe

LEA area: Kent

Unique reference number: 118744

Headteacher: Mr J Wild

Reporting inspector: Mrs Helen Ranger
OFSTED number: 22223

Dates of inspection: 5 – 6 November 2001

Inspection number: 194741

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Grange Road
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Hythe
Kent

Postcode: CT21 4QS

Telephone number: 01303 266058

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Appropriate authority: The governing body

Name of chair of governors: Mrs J Alderton

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Saltwood Primary is an average sized Church of England primary school with 195 pupils between the ages of four and eleven. Almost all pupils are of white United Kingdom heritage and all but four speak English as their first language. The school is popular with parents and is regularly oversubscribed. The proportion of pupils eligible for free school meals, at one per cent, is very low. A broadly average number of pupils have special educational needs – 20 per cent – and three pupils have Statements of Special Educational Need. Children are admitted to the Reception class termly at the age of four; their attainment varies considerably on admission but is above average overall. This term has seen several changes to the teaching staff.

HOW GOOD THE SCHOOL IS

Saltwood Primary is a good school. Pupils in all age groups are taught well and attain above average standards by Year 6. Their attainment is particularly good in English. The school is led and managed well by the senior management team and the governors. It gives good value for money.

What the school does well

- Pupils attain high standards in English, mathematics and science by the age of 11.
- High quality provision for pupils' personal development encourages the very good attitudes to school and the high standards of behaviour, maturity and respect for others.
- Teaching and learning are good in a high proportion of lessons.
- The school is led and managed well by the headteacher, the senior staff and the governing body.

What could be improved

- Standards in writing in Key Stage 1 are not as high as other aspects of English.
- Some of the arrangements for pupils with special educational needs do not support the progress of this group well enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in June 1997, it has made satisfactory progress in the main areas identified for improvement and in other key areas. Pupils have continued to attain high standards in their work and in the results of national tests, although the performance of the 11-year-olds in the 2001 tests was not as strong as in previous years. The school is on course to meet its current academic targets. There have been several changes to the teaching personnel; inexperienced teachers have been integrated well and the teaching continues to be effective. Pupils now have a satisfactory range of opportunities to develop and use their research and problem-solving skills, although in a few lessons they are not encouraged to be sufficiently independent in their learning. The school made considerable improvements to how subject leaders monitor and support their areas of responsibility; however, the appointment of several newly-qualified teachers has meant that subject co-ordination is currently being undertaken by the more experienced staff and this is placing temporary constraints on the effectiveness of this role in raising standards. Pupils' standards in information and communication technology (ICT) have improved and the teaching of art is satisfactory; these were areas of weakness at the time of the previous inspection. The school's procedures for child protection now meet legal requirements and are communicated well to staff.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A*	A	B
mathematics	A	A	B	C
science	A	A	B	C

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

Up to 2001, the school's results in national tests had been consistently high over several years for both its seven and eleven-year-olds. The rise in the performance of the oldest pupils had been at a faster rate than improvements nationally. There was a dip in 2001. This was partly because the pupils in Year 2 did not do as well in writing as in recent years; the school has acted swiftly to improve this aspect of English in Key Stage 1. The performance of the eleven-year-olds in the national tests was disappointing. This was mainly because several narrowly missed attaining the level in the tests that their teachers had predicted, especially in mathematics, although they did better in the local 'eleven plus' test. The school has set satisfactory targets for pupils' attainment this year.

Inspection findings are that the school's youngest children in the reception class attain above the expected levels for their age in most areas of learning, although their attainment in writing is less advanced than in other areas as most have only very recently started formal education. By the age of seven, pupils attain average standards in science and above average standards in English and mathematics. However, in English their writing skills are not as well developed as their skills in speaking, listening or reading. By the age of eleven, attainment is above average in mathematics and science and well above average in English. In both key stages, improvements in ICT have led to pupils attaining broadly average standards. Pupils of all capabilities achieve well in most lessons, although, in weaker lessons, teachers do not give enough attention to the needs of the full range of attainment; as a result, pupils with special educational needs and the higher attainers could do better at times.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, are enthusiastic about learning and respond well to their teachers.
Behaviour, in and out of classrooms	Very good in the classroom, the playground and around the school. Pupils' high standards of behaviour support their learning well.
Personal development and relationships	Pupils form very good relationships with their classmates and with adults. Different age groups mix well together. Pupils show good levels of maturity and take increasing responsibility as they move through the school.
Attendance	Satisfactory. Rates are in line with the national average.

The school is a friendly and orderly community where adults and children show respect for each other and work well together. Pupils of all backgrounds and capabilities get on well together. Attendance

rates have been high up to the past year but have recently dropped; one reason for this is an increase in the number of parents taking their children out of school for term-time holidays.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Teaching and learning are good overall and very good for the oldest pupils. Teachers plan well-structured, interesting lessons that engage pupils' attention and promote effective learning. Lessons build well on pupils' previous learning and most have clear objectives that are shared and reviewed with the pupils; this promotes pupils' understanding of their own learning. Literacy, numeracy and ICT are taught well and enable pupils to build up these key skills to support their learning across the entire curriculum. Homework is used very well to extend pupils' learning in Key Stage 2. The school generally meets the needs of all its pupils well, including the few who have English as an additional language. However, the Individual Education Plans for those with special needs are not yet developed sufficiently to support pupils' small steps in learning. The school has identified this weakness and is working to improve this aspect of planning. A few lessons do not challenge pupils enough, especially the higher attainers, or develop pupils' independence and problem-solving skills as much as they could – a criticism from the previous inspection report that has not been fully remedied.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a good range of activities for all age groups. The required curriculum is supplemented very well by extra activities.
Provision for pupils with special educational needs	The provision for these pupils is sound and supported well by the team of classroom assistants. Teachers' planning for this group is inconsistent; in some classes it is good, but in others it does not indicate in enough detail the nature of pupils' needs and how these will be addressed.
Provision for pupils with English as an additional language	There is sound provision for the few pupils whose first language is not English. The school makes appropriate use of the specialist service from the local authority when necessary.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' spiritual, moral and social development. Cultural provision is sound.
How well the school cares for its pupils	Good procedures for pupils' well-being are underpinned by the school's caring ethos.

The school teaches all the areas of learning for children in the Foundation Stage (the Reception class) and all subjects of the National Curriculum. It has established good programmes of personal, social and health education and citizenship. Good arrangements are in place to ensure pupils' welfare, health and safety.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and senior staff work effectively for the benefit of pupils. They are respected by pupils and parents.
How well the governors fulfil their responsibilities	The governing body is very good. Governors are well informed and active. They support the school very well and ensure that legal requirements are met.
The school's evaluation of its performance	The school increasingly collects information on how it is doing and uses this to raise standards further. The written development plans successfully communicate its priorities.
The strategic use of resources	The budget is controlled and managed well and funds are directed carefully to areas of priority. Staff are deployed effectively.

The senior staff and governors are managing a period of considerable staff change well, although this is placing additional burdens on the experienced staff as a small number of them are currently managing the development of all subject areas. The school is increasingly rigorous about applying the principles of best value in its spending decisions by questioning what it does, comparing its performance with other schools and setting targets for the future. There is a fairly high carry-forward budget, which is being carefully monitored; governors have relevant plans to reduce this to a more appropriate level and have articulated clearly how they intend to use the available funds.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour is good. • Teachers' expectations are high. • Children enjoy school. • The school is led and managed well. • The teaching is good. • Staff are approachable. • Children make good progress. 	<ul style="list-style-type: none"> • Information about how children are getting on. • The extent to which the school works closely with parents. • The amount of extra activities available, especially for younger pupils. • The homework that is given. • The system of keeping the youngest pupils in Year 1 with the reception class for the autumn term. • The arrangements to support pupils with special educational needs.

The parents of 58 per cent of the pupils responded to the pre-inspection questionnaire and 32 parents attended the meeting with inspectors. Most parents are very positive about the school and praise the quality of education it offers. The inspection team broadly agrees with these views. Inspectors consider that the school works hard and very effectively to involve parents and gives them good information about their children. While few school clubs cater specifically for the younger pupils, the range of extra activities available is high compared with most schools and is supplemented well by an active group of parents. Homework is judged to be good and the homework arrangements for the pupils in Year 6 are exemplary. It was not possible to judge the impact of the arrangements for the youngest pupils in Year 1 but parents' views were made known to the school. The school is currently reviewing its special needs procedures and inspectors consider this to be timely and appropriate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain high standards in English, mathematics and science by the age of 11.

1. The standards attained by pupils, as reflected in their results in national tests in English, mathematics and science in recent years, have generally been high. The trend in the school's results in the tests for 11-year-olds from 1996 to 2000 showed levels of improvement above the national average. Pupils have attained high levels by national standards and also when compared with schools with similar intakes, based on the levels of eligibility for free school meals.
2. There was a slight dip in the pupils' performance in Key Stage 2 in 2001. This was partly because a higher proportion of the pupils had special educational needs in that year group. It was also partly because a number of pupils did not do as well in the tests as their teachers had predicted from their class work. By contrast, many of these pupils did better in the 11 plus test for secondary selection and, last year, over half of the Year 6 pupils gained a grammar school place.
3. Inspection evidence indicates that the standards attained by the oldest pupils currently are above average in mathematics and science and well above average in English.
4. In English, most pupils are very articulate. They talk and listen confidently. They show an understanding of the thoughts and ideas of others and offer interesting contributions to discussions. They often speak in extended sentences if this is appropriate and use the conventions of Standard English in more formal situations in class or when speaking to adults. In a lesson seen about styles of journalism, they clearly expressed their understanding of the differences between tabloid and broadsheet newspapers and articulated how bias in writing can be identified. By Year 6, standards in reading are well above average. Many pupils read avidly and extensively at home. They tackle extended novels competently and can pick out key themes and characters in the texts. They read 'between the lines', using their skills of inference and deduction to identify layers of meaning. They are competent users of non-fiction texts, working on these efficiently and making use of research tools such as the index and glossary to good effect. They scan text for the required information and their wide understanding of vocabulary aids their reading of unfamiliar styles and layouts. Their writing is varied and interesting and they write at length when this is appropriate. The style of their writing is suited well to the subject, for example, when summarising a science experiment. Standards in spelling are high and most pupils can produce a clear, joined handwriting style when needed. Pupils increasingly use ICT well in their written work, as when some produced a multi-media presentation summarising a recent history project.
5. Standards in mathematics are above average. The work produced so far this term by pupils in Year 6 shows a good understanding of number, including fractions, decimals and percentages. Calculations are usually accurate. Pupils complete a good amount of work. An excellent lesson was seen with this age group on the subject of translating three-dimensional shapes. All pupils made very good progress in their understanding. Pupils' homework task of translating a pentagon into a pentagonal prism reinforced and supported their work well. The success of the lesson lay in the teacher's high expectations, detailed planning for the range of attainments, her clear explanations and effective questioning of pupils to ensure that they understood their work.
6. Standards are above average in science. An analysis of the work done so far this year by the pupils in Year 6 shows that good quantities of work are covered and pupils have a secure understanding of topics such as plant growth and food chains. Pupils show that they have carried out thorough investigative work and present their findings clearly in their books. They demonstrated their understanding of methods of scientific enquiry in a lesson about reversible

changes in materials when they used filters to observe how substances can be separated.

7. These standards in core skills equip the pupils well to work across all subjects. The standards are achieved because the teachers have high expectations of what pupils can do, especially in Year 6, and they tailor their lessons carefully to ensure that pupils make good progress.

High quality provision for pupils' personal development encourages the very good attitudes to school and the high standards of behaviour, maturity and respect for others.

8. The school caters very well for pupils' personal development. It is a friendly and welcoming place where adults set good examples for their pupils and place a high priority on the quality of relationships. A relaxed atmosphere is promoted but this is underpinned by a clear code of rules that is understood and accepted well by pupils. The Christian ethos is evident and strong links are promoted with pupils' families and with the wider community. Pupils in turn respond very well. Their attitudes to the school and to education in general are very positive. They behave very well and show respect for the children and adults around them.
9. There is a structured programme of personal and social education for all age groups. 'Circle Time' sessions in each class give pupils opportunities to discuss moral and social issues in a secure and supportive setting. This was seen operating well in a lesson with Year 6, who discussed the topic of friendship honestly and maturely. Regular assemblies provide a valuable forum to establish the school's expectations and to discuss matters relating to pupils' spiritual, moral and social development. In assemblies, an atmosphere of reflection is established well and the adults who lead these sessions skilfully exploit these opportunities with all age groups. The 'Gold Book' assemblies in particular celebrate many positive aspects of school life and pupils' achievements. In an excellent assembly seen, pupils responded keenly to the theme of *Journeys*. They reflected well on the theme and what it told them about other people's lives.
10. Pupils are given responsibility according to their age. In sessions seen in the mixed reception/Year 1 class, the oldest pupils set a good example to the younger ones in how the class routines work and how to behave. Older pupils carry out routine duties in their classrooms and there is a rota of pupils to read a prayer before lunch. A weekly 'Green Team' assists in tasks around the school, keeping the site tidy, clearing up playtime equipment and assisting at lunchtimes. Year 6 pupils organise the house point system and arrange the hall for assemblies.
11. Relationships are very good at all levels. During the inspection, informal ceremonies were held to celebrate the caretaker's long service to the school. The pupils responded well to this and showed their appreciation of how he helps them on a daily basis. Pupils share good relationships with their teachers and classmates. In the playground the older pupils play with the younger ones. The behaviour in the playground is often excellent and promoted well by the team of midday supervisors, who control activities sensitively and fairly.
12. The school encourages its pupils to participate in the wider community. Harvest and Christmas gifts are given by families and distributed locally. Red Nose Day and other national charities are supported. Pupils organise charitable events themselves, such as for Blue Peter appeals and 'Children in Need'.
13. The school provides a wide range of extra activities, including drama productions, sports clubs and musical events. Pupils represent the school in cricket, athletics, rugby, soccer and netball teams. Many learn to play a musical instrument and the orchestra represents a wide range of musicians. Last year, the pupils wrote, choreographed and presented their version of 'Toad' and this entailed a high level of direct participation and responsibility by the pupils themselves. Pupils respond well to such opportunities and appreciate the efforts of the adults who provide them.
14. As a result of the many opportunities offered to pupils and the care with which adults organise

them, pupils develop very well personally and their overall progress is enhanced.

Teaching and learning are good in a high proportion of lessons.

15. During the inspection, all the teaching seen was at least satisfactory. Over two thirds was at least good and a fifth of the lessons were very good or excellent. Pupils' learning mirrored this profile and their achievements were good in most lessons.
16. There are strengths in many lessons. Teachers have a good knowledge and understanding of the subject and of how children learn that supports their practice. They pay sufficient attention to teaching the basic skills of literacy and numeracy and this supports pupils to work in all subjects. Where elements in pupils' learning are considered to need extra attention, it is given. An example of this is a move to include more work on word building, on early handwriting skills and on extended writing for the pupils in Key Stage 1, as a result of an analysis that indicated that these were needed. (However, the teachers' approaches to how spelling and handwriting are taught vary and do not always reflect the agreed methods well enough; this happens in both key stages.) Teachers plan regular, worthwhile opportunities for discussion across the curriculum. A very good example was seen in Key Stage 2 in personal and social education where pupils' contributions were of a high standard and were extended well by the teacher's prompting and intervention. The specialist terminology that is needed for each subject is taught and practised well. In most lessons, there is sufficient attention to the practical and investigative aspects of the subjects, for example in mathematics and science. Pupils in Year 5 carried out an interesting series of experiments in a science lesson seen on sound, which contained a high proportion of first-hand, active learning with the good resources provided. However, occasionally in lessons, there is too little consideration of how pupils can be encouraged to work and think independently.
17. The written planning for most lessons is good, especially in Key Stage 2; it gives clear objectives and shows how they will be realised. In the best examples, these objectives are shared from the outset with the pupils and revisited as the lesson progresses to check that they have been met. This enhances the pupils' knowledge of their own learning and ensures that they understand what is expected of them. In most lessons, teachers plan well for the needs of pupils of all attainments, including those with special needs, those who have English as an additional language and the higher attainers. These lessons contain the challenge necessary to extend all pupils. A minority of lessons do not contain this level of challenge, especially for the higher attainers. Good links are made across subjects so that pupils can see how, for example, their art work supports their understanding of history.
18. Teachers explain work clearly and check that pupils have understood. A good example was seen in a mathematics lesson in Year 3 where a section of the lesson was briskly paced but, at the same time, gave pupils sufficient time to think through their answers. Teachers make good use of questioning to extend pupils' thinking and assess their levels of understanding. Lessons are organised well; in the reception class, for example, tasks are set out well for the children but at the same time are organised so that the children learn how to choose and clear away their own equipment. In Year 1, art activities were combined well to give pupils experiences with work in several media in the same session.
19. All the adults in the school promote good relationships and this provides a secure foundation for learning. Discipline is friendly and fair and pupils are praised for doing well. In response, pupils settle to work quickly and use their time well. They show respect for others and work co-operatively and collaboratively if required. In a Year 4 lesson, for example, the teacher's use of praise and regular feedback encouraged pupils to continue to work, especially those who found the task challenging. Time is generally used well and most lessons move at a lively pace. Literacy and numeracy sessions are timed well to balance the main elements of the methods recommended by the national strategies; an example of this good balance was seen in a Year 2 literacy lesson that ensured that all pupils participated well according to their capabilities. The work planned for the youngest children in the reception class balances focused work with adults well alongside freer activities that include an element of the children's own choice.
20. As a result of the good teaching in all age groups, pupils acquire skills, knowledge and

understanding well. They use their time efficiently and have good levels of concentration and independence. Learning in the school is an enjoyable and worthwhile experience for its pupils.

The school is led and managed well by the headteacher, the senior staff and the governing body.

21. The headteacher and senior staff work closely with the governors and provide effective leadership and management. The school has clear aims and an agreed ethos. Its policies and procedures reflect these and communicate a shared vision and purpose. There is an obvious spirit of teamwork in the school. There have been several staff changes in the past two years. The headteacher has successfully built on the considerable achievements of his predecessor and gives an energetic lead to his staff. He is liked and respected by parents and pupils. The senior management team consists of experienced and able teachers, who are committed to the school and hard-working for the good of its pupils. The school has been successful in recruiting good quality new staff at a time of teacher shortage. It provides the new staff with good systems of support and training. It is a mark of the commitment of the more experienced staff that they are working together to maintain the full range of responsibilities for the curriculum until their newer colleagues can take over some of this workload. The management of the school is enhanced very well by the friendly and efficient team of administrative staff. Their work is praised by parents and gives valued support to staff and governors.
22. The governors are well informed and supportive of the school. They bring a wide range of expertise to the governing body. There is an efficient committee system for governors, which ensures that individuals are fully involved in monitoring the work of the school and in contributing to its development. The more experienced governors, including the chairs of the committees, have a good understanding of the strengths and weaknesses of the school. They regularly visit and receive reports from the staff. They question critically what the school does and ensure that its budget is spent wisely.
23. The school's written plans for its development are good. They are wide-ranging and successfully indicate current and future priorities and how these will be achieved. There is good strategic planning for some years in advance. The staff and governors contribute fully to the planning process. They plan to take into account the views of parents and pupils more systematically in the future.
24. The monitoring of teaching, learning and the curriculum is good. The pupils' performance is increasingly analysed and the information is used to set targets for improvement. Pupils' progress is tracked efficiently on an individual basis. Senior staff monitor the quality of teaching in all classes and work to remedy any weaknesses. All teaching staff have worked together with the governors to ensure that the national arrangements for performance management are implemented and these are contributing well towards the school's continuing development.

WHAT COULD BE IMPROVED

Standards in writing in Key Stage 1 are not as high as other aspects of English.

25. The standards attained by the school's seven-year-olds in the national tests in recent years have been higher than the national average. In reading, attainment has been consistently high and, in 2001, the school's results were in the highest five per cent nationally and were well above average compared with similar schools. Inspection evidence and evidence from teachers' assessments show that pupils' standards of speaking and listening are also high in this age group. From 1998 to 2000, pupils attained well above average standards in writing. However, these standards dipped a little in 2001; while they remained above the national average, they fell to average when compared with similar schools and were not as strong as the results of the reading assessments.
26. The school has identified the need to ensure that all aspects of English are equally strong and has a current initiative to improve writing in Key Stage 1. Inspectors agree that this is appropriate. A sample of pupils' work shows that standards are at least average for this stage in the year and there is evidence of good progress this term, for example, in the length of pupils'

independent writing in Year 2. Standards in spelling vary considerably and indicate that the move to teach the basic skills of word building more efficiently is appropriate. The school has recently reviewed the methods it uses to teach handwriting. Its aim to develop the beginnings of a smooth joined style from the outset are laudable but some pupils have handwriting that is disjointed and angular and this is not encouraging the fluency that is intended. Teachers in both key stages do not always give the pupils a good model of writing themselves, for example when working on the whiteboard or when writing comments in pupils' books. The school has rightly recognised the need to give the oldest pupils in Key Stage 1 opportunities to write at length and in a variety of styles and these are now built into the timetable.

27. The subject co-ordinator has a good insight into standards in the school and, together with her colleagues, has produced a useful action plan to improve standards in writing. Pupils' work and test results are analysed regularly and provide a sound foundation for further development.

Some of the arrangements for pupils with special educational needs do not support the progress of this group well enough.

28. Pupils with special educational needs make at least sound progress and many of their parents are appreciative of the support their children receive and the quality of the information that is shared with parents. Staff are considered approachable and helpful. The quality of education for this group of pupils is often enhanced well by the effective help they receive from their teachers and classroom assistants.
29. The school has recently appointed a new co-ordinator for special needs. She is receiving appropriate training for her role and, together with the headteacher and her other colleagues, is carrying out a review of procedures in the school. This is timely and relevant. The school has rightly identified aspects of provision that could be improved. A good action plan is in place to ensure that this happens and the headteacher has made this an area of priority. The special needs register is up to date and the school is well on target to meet the requirements of the new national code of practice when it comes into operation.
30. Each pupil on the special needs register has an individual learning plan. These vary in quality. The best clearly identify a pupil's individual needs and give detailed, practical advice on how these can be met. The targets set are manageable and broken down into small steps of learning. Some learning plans are not yet of this high standard and the school is determined to ensure consistency in the future. The plans are not yet serving as useful working documents by which staff can assess and monitor progress
31. The team of learning support assistants plays a valuable role in the school. These staff work with individuals or small groups to give additional help as needed. Excellent practice was observed in the way that some of the assistants liaise and plan with the class teacher. In these cases, the teachers' plans include well-targeted use of the learning support assistant to give help where it is most needed and to monitor and record pupils' progress. However, this practice is not consistent. In a few of the lessons seen, the support assistants were underused, especially in the introductions to literacy and numeracy sessions. The school has recently increased the amount of support time it can offer pupils and some of this team are fairly new to the school. They have often been well briefed by the school but not all have received external training. The school has applied for further places on courses; it has not been successful in securing these but intends to make such training available when possible.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. The school has many strengths. The inspection team acknowledges that several of the areas identified in this report for further improvement are already under consideration by staff and governors. In order to improve the overall quality of education and raise standards further, the headteacher, staff and the governing body should:

- raise standards in writing in Key Stage 1 by:
 - carrying out the school's action plan;
 - ensuring that the pupils in Year 2 have enough opportunities to write independently and at length;
 - monitoring the quality of teaching and of pupils' work and taking any necessary action to improve these;
 - ensuring that staff consistently apply the school's agreed approach to spelling and handwriting.

(paragraphs 25 – 27)

- improve arrangements for pupils with special educational needs by:
 - continuing the review of procedures and practice;
 - ensuring that the quality of all Individual Education Plans meets the high standards seen in some classes;
 - ensuring that the use of the learning support assistants consistently matches the very good practice already seen in some lessons;
 - continuing the efforts to secure places on training courses for the learning support assistants.

(paragraphs 28 – 31)

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	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	2	9	4	0	0	0
Percentage	6	13	56	25	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)		195
Number of full-time pupils known to be eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		39

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.3

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	18	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	18	18	18
	Total	31	31	31
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (97)
	National	84 (83)	86 (83)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	18	18	18
	Total	31	31	31
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (97)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	17	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	16
	Girls	15	14	15
	Total	28	27	31
Percentage of pupils at NC level 4 or above	School	85 (100)	82 (94)	94 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	16
	Girls	15	16	15
	Total	27	28	31
Percentage of pupils at NC level 4 or above	School	82 (100)	85 (94)	94 (97)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	195
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only and reflects the information given to the school by parents.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	207

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

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	1	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.

Financial information

Financial year	2000/2001
	£
Total income	414,859
Total expenditure	411,262
Expenditure per pupil	1,844
Balance brought forward from previous year	30,683
Balance carried forward to next year	34,280

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	222
Number of questionnaires returned	129

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	3	2	0
My child is making good progress in school.	39	49	5	3	4
Behaviour in the school is good.	60	39	0	0	2
My child gets the right amount of work to do at home.	33	53	9	2	2
The teaching is good.	37	57	0	1	5
I am kept well informed about how my child is getting on.	28	45	18	5	4
I would feel comfortable about approaching the school with questions or a problem.	53	40	5	1	1
The school expects my child to work hard and achieve his or her best.	63	34	2	1	1
The school works closely with parents.	29	47	17	4	3
The school is well led and managed.	51	43	2	2	2
The school is helping my child become mature and responsible.	55	39	1	1	5
The school provides an interesting range of activities outside lessons.	29	50	13	5	4

Other issues raised by parents

- Concerns about the system of keeping the youngest pupils in Year 1 with the Reception class for the autumn term.
- The difficulty in securing places in this popular school.