

INSPECTION REPORT

**CHERRY TREE PRIMARY SCHOOL
AND
SPEECH AND LANGUAGE UNIT**

Colchester, Essex

LEA area: Essex

Unique reference number: 114815

Headteacher: Mr Stephen Hanscombe

Reporting inspector: Ms R E Frith
2490

Dates of inspection: 7- 8 May 2002

Inspection number: 195286

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

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Holt Drive
Colchester
Essex

Postcode: CO2 0BG

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Heather Payne

Date of previous inspection: 30 June to 3 July 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cherry Tree Primary is a community school for boys and girls aged 4 to 11 years with a 20 place unit for pupils with speech and language difficulties. There are currently 232 pupils on roll who come from a range of social and economic backgrounds. The percentage of pupils receiving free school meals is slightly above average. Attainment on entry to school is often well below average when taking into account those pupils who experience difficulties with speech and language. There is no pre-school provision in the local area and consequently many children arrive lacking the experience of play with other children. The percentage of pupils with special educational needs is above average and the percentage with a statement of special educational needs is well above average. Most of the pupils who require regular additional support have speech and communication difficulties, moderate learning or emotional and behavioural difficulties. Very few pupils come from ethnic minority backgrounds; currently one pupil speaks English as an additional language. There is a high rate of pupil mobility; a significant number of pupils do not stay for all their primary education at the school. The school has experienced some difficulty in recruiting teachers.

HOW GOOD THE SCHOOL IS

Cherry Tree Primary and Speech and Language Unit is a good school which despite recent difficulties in terms of changes in staffing and management has significantly raised standards through the effective leadership of the previous acting headteacher and the hard work of a committed staff. The recently appointed headteacher has a clear vision for the school and has already made an impact on, for example, how staff manage behaviour. There is consistently good teaching in most areas of the school and all staff demonstrate a strong commitment to raising standards whilst also offering an interesting curriculum. The school provides good value for money.

What the school does well

- When compared with all schools in 2001, results in national tests for pupils at the end of their last year in school were above average in English, well above average in mathematics and very high in science.
- Teaching is good in the Speech and Language Unit, reception class and in Years 3 to 6.
- Provides a caring environment in which pupils develop good attitudes and relationships.
- Pupils enjoy school, respond well and attendance is good.
- The quality of the curriculum and range of learning opportunities are good.
- The school is well led and managed.

What could be improved

- Speaking and listening in the main school.
- Handwriting and the presentation of pupils' work.
- Teaching in Years 1 and 2.
- The amount of provision for speech therapy.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has successfully addressed most of the key issues identified in the report following the last inspection in June and July in 1997, although the total teaching time for pupils in Years 3 to 6 is still below the national recommendation. Staff have improved their systems for planning lessons based on programmes of work which reflect national guidance. Assessment procedures have improved and information gained from these is now used more effectively to plan the next stages in pupils' learning. Consequently, there is a better match between pupils' abilities and the work set, particularly for the higher-attaining pupils. The school has raised standards in mathematics and pupils achieve well. The school now has a clear policy for marking pupils' work and in most cases this helps pupils to understand how they can improve. Although several members of the governing body are newly appointed, appropriate systems are in place for them to monitor the work of the school. Staff and

governors demonstrate a clear commitment to further improvement.

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	E	E*	B	B
mathematics	E	E	A	A
science	E	E*	A*	A*

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

very low E*

Children make good progress in the reception year and by the time they start Year 1, the majority are expected to at least reach the nationally expected standards in all areas of learning. This indicates an improvement on previous years when children displayed lower attainment when starting school compared to those in the current reception class. Pupils in Years 1 and 2 have experienced some disruption to their learning through changes in teachers but a scrutiny of their work indicates that teaching overall has been satisfactory. However, during the inspection some good and very good teaching was observed and pupils in Year 2 were achieving well. Evidence from this inspection indicates that these pupils are reaching below average standards in English and average standards in mathematics. Pupils currently in Year 6 are keen, confident learners who are reaching broadly average standards in English and above average standards in mathematics. Over the last five years the school's rate of improvement overall in English, mathematics and science has been above the national trend and reflects the school's focus on improving standards. In 2001, the school exceeded its target for English and mathematics and the test results in science placed the school in the top five per cent of schools nationally. The school is expected to reach the realistic targets set for 2002. Standards in speaking, listening, handwriting and the pupils' presentation of their work are not as high as they could be. Pupils with special educational needs make good progress and achieve in line with their abilities. Higher-attaining pupils, those that are gifted and talented and the pupil speaking English as an additional make good progress. No significant difference was noted in the progress and achievement of boys and girls during the inspection although there have been some slight differences over the last three years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy going to school and are interested in what they do.
Behaviour, in and out of classrooms	Satisfactory overall. The majority of pupils behave well but there are a few who do not respond positively to the high expectations of staff. There is evidence of recent improvement in pupils' behaviour.
Personal development and relationships	Pupils' personal development and the relationships between all members of the school community are good.
Attendance	The attendance rate for the last academic year was above the national average. Pupils arrive at school on time.

The pupils' good attitudes, personal development and relationships provide a good basis for their learning and make a positive contribution to the levels of attainment they achieve.

TEACHING AND LEARNING

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

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

The quality of teaching has improved since the last inspection, particularly in relation to the increase in very good teaching and the lack of unsatisfactory teaching. This reflects the hard work of teachers over the last two years when their priority was to raise standards. The clear identification of what they want pupils to learn, together with the setting of individual targets for pupils' improvement, are key features in their success in raising standards. There is a strong team spirit where staff share their expertise and support each other well. There has been some inconsistency in the teaching in Years 1 and 2, although there are signs of improvement over recent weeks. Throughout the school, teachers focus on developing the core skills of literacy and numeracy within a broad range of curriculum experiences. They have adopted the National Literacy and Numeracy Strategies well and the teaching of English and mathematics is at least good with some very good teaching. Overall, pupils' learning is good but a scrutiny of work shows a slight dip in Years 1 and 2. The school's valuable additional support for pupils with special educational needs results in these pupils achieving in line with their abilities. Higher-attaining pupils are well challenged. The needs of the pupil speaking English as an additional language are well met through good class teaching. Teachers manage pupils well and have high expectations of work and behaviour. Support staff make a valuable contribution to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities for pupils are good overall, although currently no pupils have swimming lessons. The school is reviewing this provision for the next academic year.
Provision for pupils with special educational needs	Pupils with special educational needs receive good support from within the school and generally progress well. The curriculum is adapted, when necessary, to enhance their learning. Currently, however, the school does not receive all the identified speech therapy support from the Health Authority so some pupils' progress is not as good as it could be.
Provision for pupils with English as an additional language	Good support is provided within a small group setting for the pupil who speaks English as an additional language to enable him to study the full curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development through the promotion of spiritual awareness, knowledge of social and moral responsibilities and cultural awareness is good.
How well the school cares for its pupils	Staff have good knowledge and understanding of their pupils and make good provision for their 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 has a clear vision for the school and central to this is the aim to raise standards further. He is ably supported by other senior staff and has quickly gained the confidence of staff and parents.
How well the governors fulfil their responsibilities	Satisfactory. Governors play an integral part in the leadership and management of the school. The chair of governors is experienced and knowledgeable and ensures that new governing body members are well informed and fully involved in any decisions.
The school's evaluation of its performance	Good. Staff and governors have established a culture of monitoring and target setting that keeps the school moving forward towards achieving its aims.
The strategic use of resources	Good. The school manages and uses its resources well. Some funds have not been spent but this is understandable as staff and governors waited for the appointment of the new headteacher and the completion of building works. Correct financial procedures are followed and staff and governors obtain the best value for their spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children enjoy going to school. The teaching is good and staff are helping pupils to become more responsible. Staff expect pupils to work hard and do well. Children make good progress. 	<ul style="list-style-type: none"> The amount of homework. The behaviour of some pupils. The working relationship with the school and more information about how their children are getting on. More activities outside formal lessons.

Inspectors endorse the positive views held by parents and the regard they have for the school. They looked closely at the issues raised by some parents, and found that the school provides a satisfactory range of activities outside formal lessons. They acknowledge, however, that most of these are for pupils in Years 3 to 6 and parents of pupils in the Speech and Language Unit were not fully aware of what is available. They also agree that a small number of pupils occasionally display unacceptable behaviour and do not respond positively to the expectations of staff. However, there are indications of improved behaviour over the last few weeks. The provision of homework is also judged to be satisfactory and supports the pupils' learning, particularly in English and mathematics. The staff have worked hard to maintain good relationships with parents and offer a range of opportunities for parents to speak with them. Information about their children is at least satisfactory and there is some excellent practice, such as that in Year 6 where parents and pupils are told in detail how the pupils are progressing and what they should do in preparation for the national tests.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

When compared with all schools in 2001, results in national tests for pupils at the end of their last year in school were above average in English, well above average in mathematics and very high in science.

1. When compared with all schools and also with similar schools, pupils from Cherry Tree Primary School and Speech and Language Unit achieved above average standards in English, well above average standards in mathematics and very high standards in science in the National Curriculum tests for eleven-year-olds in 2001. These results in science placed the school in the top five per cent of schools nationally. Over the last five years the school's rate of improvement overall in English and mathematics has been above the national trend and reflects the focus that staff and governors placed on raising standards. Evidence gained from observing lessons, talking to pupils and looking at their work shows that pupils in the current Year 6 are making good progress and achieving average standards in English and above average standards in mathematics. They are likely to reach the realistic targets set for the 2002 national tests. Any differences in standards between this year group and the previous year is related to the profile of that particular class. The number of pupils with statements of special educational needs varies year on year and the high rate of pupil mobility also affects overall standards.
2. Pupils in the current reception year show levels of attainment on entry to school which are below those compared to others of the same age nationally. However, this is an improvement on previous years when some pupils have had well below average skills, particularly in speaking and listening, personal, social and emotional development. Children are making good progress in the reception class and most are expected to reach the nationally expected standards in all areas of learning by the time they are ready to start Year 1.
3. Results of the 2001 standard assessment tests for seven-year-olds indicate that, in comparison with all schools, pupils' attainment was below average in reading and writing and above average in mathematics. Pupils in Year 2 are currently reaching below average standards in reading and writing and average standards in mathematics. Pupils in this year group have had to adjust to having several teachers during their time in school and a scrutiny of their work indicates that this has brought about some inconsistency in their learning. There is a significant minority of pupils with special educational needs who, although making good progress may not reach the standards expected for their age.
4. Currently, pupils' progress in speaking and listening is not as good as it could be. There are some pupils with average standards in speaking and listening in each class and a few with skills above those expected for their age. Others have below average standards; they use a limited range of vocabulary, do not speak clearly or listen well to what the teachers and other pupils say. Pupils' reading skills are below average in Year 2 because here, too, few pupils reach the higher levels. Standards of reading in Year 6 are average. From an early age, children are encouraged to read frequently, both in school and at home. In Year 6, most pupils read texts with fluency and accuracy. Writing is below average in Year 2 and broadly average in Year 6. Good questioning by the teacher helps pupils to appreciate how words are used effectively, for example, when writing a continuing chapter of a story. However, there are weaknesses in pupils' handwriting and how they present their work in most classes. By the time they leave school, pupils have had practice in writing for a variety of purposes and this helps to support the standards that they achieve.
5. Most pupils make good progress in mathematics during their time in school. Pupils develop their mathematical skills by taking part in a variety of activities, which cover all the elements of the National Numeracy Strategy. Teachers plan lessons with activities that build well on pupils' prior knowledge and understanding which help to sustain progress. In Years 1 and 2, a scrutiny of pupils' work indicated inconsistencies in their rate of learning. Pupils in Year 6 have made at least good progress. They are interested in their work and are keen to improve. The numeracy lessons

are stimulating pupils' interest, particularly in mental calculations, and they are gaining in confidence and competence.

6. The school has improved its planning since the last inspection and recognised the need to match work more closely to the range of pupils' abilities in each class. Higher-attaining pupils make good progress because the work set is challenging and encourages them to work independently and confidently on new tasks. No significant difference was noted between the attainment of boys and girls during the inspection, although in previous years boys did better than girls in mathematics and science and girls did better than boys in English in national tests at age eleven. The pupil learning English as an additional language is supported well and this support allows him to make good progress in both his use of English and in learning across the curriculum. The school allocates valuable additional support for pupils with special educational needs and consequently, they also make good progress towards the targets set. Teachers and support staff are positive and encourage these pupils to do their best. In response, most pupils are keen to work and gradually develop confidence in their learning.
7. Most pupils make good progress as a result of the high expectations of staff, the provision of a broad and interesting curriculum, and the pupils' good attitudes to learning. The national test results in 2001 for pupils in Year 6 show a very good improvement in standards from previous years.

Teaching is good in the Speech and Language Unit, reception class and in Years 3 to 6.

8. The good overall quality of teaching represents an improvement since the last inspection, particularly in the percentage of very good teaching seen during the inspection. Also, no unsatisfactory teaching was observed during this inspection. The teachers' performance reflects their hard work in developing their practice and focusing on raising standards during a time of uncertainty in relation to management and general staffing issues.
9. A particular strength of the school is the good team spirit amongst all staff. Communication within the school is good and teachers and support staff work well together. Support staff are seen as valued members of the teaching team and make a significant contribution to the work of the school and the progress which pupils make. Teachers and support staff make the most of the school building and develop a pleasant learning environment by displaying the pupils' work. Adults act as good role models to pupils and have high expectations of how pupils should behave and learn.
10. The teaching of reception children is good. Appropriate attention has been placed on settling children into school and children in the current reception year have quickly developed their personal, emotional and social skills, attitudes to learning and behaviour. Staff have a clear understanding of how young children learn and provide a range of activities which supports their learning and maintains their interests. A good balance is made between direct adult teaching and activities that encourage the children's ability to make choices and work independently or with each other. Staff work well together to provide a consistent approach to teaching and learning which challenges all children appropriately and meets the requirements of the recommended curriculum for children of this age.
11. Children's strengths are built upon successfully in the rest of the school, where staff focus on developing the core skills of literacy and numeracy within a broad and relevant curriculum. The quality of teaching and learning in English and mathematics is generally good although there has been some inconsistency in Years 1 and 2. In the good and very good lessons observed in these year groups, the pace of learning was good and the work set challenged pupils well. However, there is a lack of challenge and a slower pace of learning in a few lessons and teachers expectations are not as high as they could be. In one very good English lesson in Year 2, the teacher had good subject knowledge which she used well to plan a lesson which met a variety of needs present in the class. She used specific subject vocabulary well and this resulted in pupils

understanding terms like suffix and phonemes and using them correctly. Similarly, in mathematics her high expectations of pupils, challenging questions and good explanations resulted in pupils making very good progress.

12. In Years 3 to 6, pupils continue to make progress in English and mathematics. Lessons are well planned and the work set matches pupils' abilities. Teachers' expectations are clear and pupils generally know what they are expected to learn. Work is appropriately challenging so most pupils feel that they are succeeding. In Year 6, the good relationships between the teacher and pupils, and the teacher's good management of pupils' behaviour, allow a friendly and sometimes humorous atmosphere within the class and encourage pupils to enjoy their learning. In a literacy lesson, pupils enjoyed working together to write the next chapter to a book previously read by the class teacher. They valued what others in the class contributed and most were keen to share what they had written. Teachers have focused on developing the pupils' basic skills in a coherent way and have successfully used the National Literacy and Numeracy Strategies to meet the needs of pupils. The Literacy Strategy has helped to engender an interest in stories and writing for a variety of purposes, and the Numeracy Strategy has ensured that pupils get regular practice in using their mental mathematics skills.
13. As well as recognising the need to provide pupils with a good grounding in literacy and numeracy, the school is keen to ensure that pupils experience a broad and interesting curriculum, which stimulates their interests. The good teaching and learning in a Year 3/4 lesson helped to develop the pupils' understanding of friction and the last part of the lesson was used well to consolidate the pupils' learning and understanding of the need for a 'fair test' when undertaking scientific investigations. In a history lesson for pupils in the speech and language unit, pupils' understanding of the Tudors was developed well by the good questioning of the teacher. Pupils' confidence was developed well as they were expected to give extended answers to her questions.
14. Teachers' planning has improved significantly since the last inspection and is now based on programmes of work that reflect the national guidance for all subjects. Teachers are clear about what they want pupils to learn in each lesson and share this with the pupils. In the best lessons, this helps pupils to understand the relevance of what they are doing and encourages them to work towards set targets. Consequently, pupils have become more aware of how they can improve their work and are able to review their achievements at the end of the lesson. The teachers' encouragement results in pupils becoming confident, keen to answer questions and put forward their own points of view.
15. Procedures for assessing pupils' progress have improved significantly since the last inspection and the information gained from these assessments is used well to guide lesson planning. Data collected from statutory and optional tests are carefully analysed to produce a picture of an individual's strengths and areas for development. These analyses are used as a basis of predicting and target setting and for identifying pupils who may not be making expected progress for a variety of reasons. They are then given appropriate support. Some excellent practice was evident in the Year 6 class where pupils have individual tutorials with the teacher in which their strengths and areas for improvement are identified. This information is written and shared with parents. Pupils are aware of their own targets, and these help them to know what to do in order to improve. Also, test questions are analysed and the information gained from this is used to ensure that an appropriate curriculum is offered.
16. Teachers plan well to meet the needs of all pupils within lessons and through the provision of relevant homework. Additional support for pupils with special educational needs is good and well managed. The smaller group size afforded by this additional support and the clear identification of learning needs result in these pupils making good progress towards their targets. Pupils in Year 3 made good progress when receiving good additional teaching in a small group as a result of their good motivation and the good match of work to their interest and abilities. Also, booster classes are provided for pupils who require additional support in order to raise the standards of their work. Pupils in the speech and language unit generally make good progress due to the consistent good quality teaching and the provision of a range of activities which are well matched to their prior

attainment. Adults use a variety of methods to develop these pupils' understanding and use of language and work hard to maintain their concentration whilst also encouraging good communication skills. They give good examples of clear speech and encourage pupils to improve by, for example, getting them to record their own responses to a book on tape. This also develops pupils' confidence in speaking and reading.

17. The needs of higher-attaining pupils and talented and able pupils are well identified and their work is appropriately challenging. In a Year 2 class, pupils responded well to the additional support provided and rose to the challenge of spelling words correctly after adding a suffix. The pupil learning English as an additional language is supported well and within a small group is fully included and encouraged to respond regularly. He benefits from the clear pronunciation of the teacher and support staff on which he can model his own speaking and is given appropriate opportunities to practise the use of new vocabulary.

Provides a caring environment in which pupils develop good attitudes and relationships.

18. All staff work well together to create a caring environment in which the pupils feel safe and secure in their learning. On entering school, pupils quickly become familiar with the policies and procedures and most respond well to the expectations placed upon them. This continues through the rest of the school as pupils are presented with an interesting curriculum and good range of learning activities. Pupils' comments reflect the good personal and social development of pupils who, by the time they leave school, show a mature attitude and are sensitive to the needs of others. The vast majority show respect for the school, the people within it, and resources.
19. Pupils' good attitudes are a reflection of the expectations of staff. Most pupils have pride in their achievements. They were keen to identify their own work on display and talked about it positively. The quality of display in the school helps to raise the pupils' self-esteem by celebrating their achievements as well as enhancing the environment. Pupils, particularly in Year 6, indicate that they have a clear understanding of the importance of their own learning and know how they can improve their work. They are keen to do well.
20. The expectations regarding good behaviour towards others are clearly outlined by staff and demonstrated by their daily conversations with pupils. Relationships are good and staff act as good role models in the way they interact with each other and the pupils. Teachers work hard to maintain good behaviour and develop alternative strategies to support the minority of pupils who do not readily respond to the agreed ways of behaving. Pupils are encouraged to see the results of their own actions, become independent and control their own behaviour. Most pupils respond well and develop good relationships.
21. Assemblies are used to praise pupils either for their academic or personal achievements through the recognition of their efforts in front of the staff and pupils. These formal systems of reward encourage pupils to give of their best and results in pupils who feel valued and, in turn, value others and their property. A key feature of the recent successful practice is the way that staff set high standards of personal and social behaviour alongside those for academic achievement. The pupils' good attitudes to school and to their learning are key features in ensuring that they make good progress.

Pupils enjoy school, respond well and attendance is good.

22. Responses from the parents' questionnaires and discussions with pupils indicate that the vast majority of pupils like school. The pupils' enjoyment of school is reflected in the good attendance rate, which was above the national average for the last full academic year. Pupils arrive on time and lessons start promptly. Consequently no time is wasted.
23. Most pupils are well motivated and respond positively to the teachers and the activities provided. A group of pupils volunteered their positive thoughts about the school, in particular saying how

they enjoyed the after school clubs. They attend where possible and this helps to develop their skills and also enhances their self-esteem and social development. They also volunteered statements like 'The teachers are kind' and 'They help you if you have difficulties'. They appreciate the booster clubs which they thought were '...really good' and that they could use the library and Internet facilities to gain information and improve their work. One pupil indicated that he liked the Speech and Language Unit as being in there had helped him to speak properly. Overall, they agreed it was a very good school.

The quality of the curriculum and range of learning opportunities are good.

24. The school provides a broad range of learning activities which engage the pupils' interests and ensure that all pupils are included in activities. The foundation stage curriculum for children in the reception year is planned taking into account the national guidance for children of that age and covers all areas of learning well. Good links are made between these areas of learning within an overall topic, for example, when children learn about road safety by imaginative play outside, through reading a book and through listening to visitors. Teachers are aware that some children have limited experience of playing with children in a formal setting before coming to school and effectively encourage their personal, social and emotional development. This results in children who are happy to come to school and who quickly settle into the school routines.
25. Throughout the rest of the school, pupils receive a variety of activities in addition to those of the formal National Curriculum. In Years 1 and 2, they have regular opportunities to use the Atrium which is a central area with sliding roof which offers a range of opportunities for imaginative play, creative work and cooking. Whilst these activities help pupils to develop specific skills, they are also planned to develop pupils' personal and social development. Pupils enjoy working in this area and respond well to the range of activities provided.
26. Pupils' personal education is also enhanced through sessions which develop their spiritual, moral, social and cultural development. Assemblies are used effectively to confirm the school's expectations and to guide pupils in their knowledge and understanding of the world. Pupils' spiritual education is also enhanced through their study of religious education, art and music and in assembly when they are encouraged to reflect on concepts such as forgiveness. Pupils' moral and social education is developed through daily interactions with staff and in formal sessions such as circle time when they discuss the need for formal rules to encourage good behaviour. They learn a good sense of personal and community responsibility, through participating in sports activities with other schools and raising funds for charities. Staff offer a range of activities outside formal school hours which are effective in developing pupils' existing skills and in introducing them to new activities such as chess. A good range of visits helps to enrich the pupils' experiences and so, too, do visitors to the school.
27. The curriculum is adapted to meet the variety of pupils' needs present in the school. Pupils in the unit are encouraged, when appropriate, to work alongside others in their year group whilst also receiving specialist support, for example, in literacy and numeracy. This provision meets their needs and also ensures that they have the opportunity to return to full-time mainstream classes when ready to do so. Some pupils receive sessions of occupational therapy which successfully develop their physical and social skills and support their speech development. Pupils are very enthusiastic and work hard. Very good relationships are established and pupils talk confidently about their successes.

The school is well led and managed

28. The leadership and management of the headteacher and key staff are good. During a period of changing staff, the previous acting headteacher who is now the deputy headteacher, effectively managed a team of people who were keen to improve the school and raise standards. The newly appointed headteacher has a clear vision for the school and has quickly gained the confidence of staff, governors and parents. These two key members of the senior management team hold a strong commitment to continuing to raise standards through the provision of high quality teaching.

They work well together and are using their complementary skills to set the agenda for the next stage in the school's development along with other staff and governors. A new management structure is in place which allows for good management of all areas of the school. Co-ordinators, for example for English, mathematics and science are well informed and very effective in promoting their subjects and raising standards.

29. Overall, the school has developed a culture of continuous improvement in which both staff and governors identify appropriate priorities and develop strategies to achieve its goals. The significant improvement of standards by pupils in Year 6 last year is a good example how staff worked hard to achieve their goals and were successful in doing so. Good systems are used to monitor pupils' progress. The school's tracking system, which indicates the gains that pupils have made in their learning, highlights that pupils meet and sometimes exceed the targets set by the school. A significant feature in the development of the school is the successful programme of target setting where both staff and pupils are clear about what the pupil has achieved and what they can do next to improve. The staff have worked with advisory services and a system of monitoring lessons has helped to improve their practice. The school development plan sets a clear agenda for improvement and steps have already been taken to review this in the light of the new headteacher appointment.
30. The school has successfully addressed the key issues arising from the last inspection and has made good improvement. Although several of the governors are newly appointed, they give full support to the school and are attending appropriate training courses to ensure their full participation. The chair of governors is experienced and fully aware of the school's strengths and areas for development. She supports new governors well and ensures that all have sufficient opportunity to contribute. Governors are well informed, which helps them to be fully involved in discussions and developments. All statutory requirements are met.
31. Members of senior management and governors have good control over the budget and try to ensure the best value for their spending. They place emphasis on providing additional staff to support teachers in classes in order to meet the wide range of pupils' learning needs. Funds have been reserved until the appointment of the new headteacher and other funds have been allocated for refurbishing some parts of the school once work to the roof has been completed. Overall, the school manages and uses its resources well. This has resulted in the school providing good value for money.
32. The aims of the school are well met and the drive for good academic standards is effectively combined with other aspects for the pupils' personal development. Governors, headteacher and staff continue to show a clear commitment to maintaining the pace of improvement.

WHAT COULD BE IMPROVED

Speaking and listening in the main school.

33. A significant number of pupils enter school with standards of attainment in speaking and listening below that expected for pupils of their age nationally. Standards in the current reception year are above those in previous years but a few children still mispronounce words or do not speak clearly or listen carefully. The staff work hard to develop these skills and currently the pupils' listening skills are broadly average. However, in most classes there is a significant minority of pupils who use a limited range of vocabulary and find it difficult to explain what they mean. Also, a similar number of pupils have unsatisfactory listening skills and consequently are not always clear about what they should do. Individual teachers work hard to improve pupils' standards and there is evidence of good practice but there are no clear strategies in place which teachers use regularly to improve standards in speaking and listening. Teachers' expectations are not always high enough and consequently these skills are not built upon consistently as pupils move through the school.

Handwriting and the presentation of pupils' work.

34. Although teachers have regular sessions where pupils are able to practise their handwriting, a scrutiny of work indicates that the skills learnt in these lessons are not always transferred to pupils' writing in other areas. In a few classes, pupils do not take care with their writing and are more interested in completing their work than presenting it well. In other classes, a few pupils were observed holding the pencil incorrectly, for example too near to the point, thereby restricting their ability to write fluently and neatly. Although most teachers have high expectations of what they want pupils to achieve, the changes in staffing have meant that in several classes, pupils' handwriting and presentation skills have been allowed to deteriorate. Several pupils in most classes are too easily satisfied with their handwriting and presentation when significant improvements could be made.

Teaching in Years 1 and 2.

35. A scrutiny of the pupils' work indicates that teaching has not always been consistently good, for example in Years 1 and 2, although during the inspection some good and very good teaching was observed. The pace of pupils' learning and the progress that they make varies more here than in the Speech and Language Unit, reception class and in Years 3 to 6. In most lessons, teachers teach the whole class well but in a few the pace of learning slows when pupils are expected to work in a group or independently. Insufficient strategies are used to maintain the good pace of learning during this time so by the end of the lesson the overall quality of teaching is judged to be satisfactory and not good. In a few classes too many worksheets are used, for example in mathematics, and overall expectations are not as high as they could be.

The amount of provision for speech therapy.

36. All pupils in the Speech and Language Unit have a statement of special educational needs which indicates the support they should be receiving in order for their needs to be met. Staff work hard to ensure that the curriculum they receive is appropriate and the additional support from within school resources helps them to improve their speech and language. In addition, the school is allocated a set amount of speech therapy time from the Health Service which provides specific specialist support for pupils. Currently, the school does not receive one and a half days of the total allocation due to shortages in staffing. Consequently, pupils are not receiving their full entitlement and their progress is not as good as it could be. The school is fully aware of this situation and has worked closely with the speech therapists and Health Service. Senior management and governors are also considering alternative ways of increasing the amount of speech therapy from within the school resources.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

37. Staff and governors should work together on the following area to improve the quality of provision further and raise standards.
- Raise standards of speaking and listening throughout the school by:
 - agreeing a range of strategies to be used consistently,
 - sharing the good practice evident in some classes,
 - raising teachers' expectations of pupils' speaking and listening skills.
(Paragraphs 4, 34)
 - Improve pupils' handwriting and the way they present their work by:
 - agreeing a consistent approach to the teaching of handwriting,
 - raising teachers' expectations of what pupils can achieve,
 - ensuring that pupils are clear about the importance of good handwriting and presentation.
(Paragraphs 4, 35)

- Improve the consistency of teaching throughout the school by:
 - identifying and sharing good practice,
 - ensuring the pace of learning is good in all areas.(Paragraphs 11, 36)
- Increase the amount of provision for speech therapy by:
 - continuing to work closely with the Health Service,
 - investigating alternative ways of pupils receiving their entitlement.(Paragraph 37)

The school has identified the need to improve standards in English and ensure that pupils receive the amount of speech therapy identified to meet their needs.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	14	6	0	0	0
Percentage	0	29	50	21	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 three 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)		232
Number of full-time pupils known to be eligible for free school meals		49

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		23
Number of pupils on the school's special educational needs register		78

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	78
Pupils who left the school other than at the usual time of leaving	59

Attendance

Authorised absence

	%
School data	4.7

Unauthorised absence

	%
School data	0.3

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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	26	12	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	21
	Girls	10	11	12
	Total	28	29	33
Percentage of pupils at NC level 2 or above	School	74 (69)	76 (76)	87 (81)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	21	20
	Girls	11	12	11
	Total	30	33	31
Percentage of pupils at NC level 2 or above	School	79 (76)	87 (83)	82 (86)
	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)

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	16
	Girls	16	15	17
	Total	27	28	33
Percentage of pupils at NC level 4 or above	School	82 (34)	85 (61)	100 (50)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	11	16
	Girls	8	14	14
	Total	14	25	30
Percentage of pupils at NC level 4 or above	School	42 (32)	76 (45)	91 (50)
	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	1
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	3
White	203
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	18
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	326

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	651,142
Total expenditure	638,733
Expenditure per pupil	2,662
Balance brought forward from previous year	64,090
Balance carried forward to next year	76,499

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	232
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	52	6	2	0
My child is making good progress in school.	40	50	6	2	2
Behaviour in the school is good.	15	60	17	0	8
My child gets the right amount of work to do at home.	19	46	33	0	2
The teaching is good.	42	52	2	0	4
I am kept well informed about how my child is getting on.	25	42	31	2	0
I would feel comfortable about approaching the school with questions or a problem.	40	44	8	6	2
The school expects my child to work hard and achieve his or her best.	42	50	8	0	0
The school works closely with parents.	25	40	21	6	8
The school is well led and managed.	21	58	6	4	12
The school is helping my child become mature and responsible.	23	65	2	0	10
The school provides an interesting range of activities outside lessons.	8	40	27	10	15

Other issues raised by parents

Parents are generally positive about the school and recognise recent improvements. A few expressed concern about what they perceived an increasing number of pupils with behavioural difficulties whilst others thought that pupils' behaviour had recently improved. A few parents would like better communication with the school. Two parents were concerned that their children were not receiving sufficient speech therapy.