

INSPECTION REPORT

**QUEEN MARGARET PRIMARY SCHOOL AND
EARLY YEARS CENTRE**

Tewkesbury

LEA area: Gloucestershire

Unique reference number: 115560

Headteacher: Ms E Ramsay

Reporting inspector: Mrs Anne Johns
18579

Dates of inspection: 24th – 25th June 2002

Inspection number: 196096

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary and Early Years Centre
School category:	Community
Age range of pupils:	2 - 11
Gender of pupils:	Mixed
School address:	York Road Tewkesbury Gloucestershire
Postcode:	GL20 5HU
Telephone number:	(01684) 292198
Fax number:	(01684) 290854
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Randell
Date of previous inspection:	30 th June - 2 nd July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
18579	Mrs Anne Johns	Registered inspector
10965	Mrs Pat Edwards	Lay inspector
24342	Mrs Denise Franklin	Team inspector

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

There are 174 girls and boys on roll and also 55 children who have part-time nursery provision. This is fewer than at the time of the previous inspection, partly because of the building regeneration programme in the local area. The school is smaller in size than most primary schools. It is situated in the Prior's Park area and consists of mainly local-authority housing. The proportion of pupils eligible for free school meals is above average at 36.7 per cent. There are five pupils with a statement of special educational need in the main school and two in the Early Years Centre, which is an above average proportion, as is the 30.9 per cent of pupils identified as having special educational needs. The school has a flourishing Early Years Centre, which is jointly funded from education and social services. Children can attend the Early Years Centre on a part-time basis from the age of two. They transfer to Reception at the beginning of the year in which they are five. When most children join the school their early skills are below average. There is a wide range of ability, however, and there are some higher-attaining children. There are five Traveller pupils in the school, but no other pupils from minority ethnic backgrounds. Mobility in the school is generally about average but is currently higher because of the re-building programme. The school was awarded an achievement award in 2002 and has also been re-recognised by Investors in People. There have been significant staff changes during the past two years as three teachers have left the school and five have been appointed.

HOW GOOD THE SCHOOL IS

Queen Margaret Primary School and Early Years Centre is an effective school where there is strong teamwork between the staff, clear and purposeful leadership from the headteacher and good support from the governing body. The headteacher meets the challenges facing the school positively; together with the governors and staff she has set clear targets for development and established an effective climate for continuing improvement. Pupils progress well through the school because of the good quality of teaching. Standards have particularly improved in mathematics and science, where they are broadly average. In English they are below average but are improving. The cost per pupil is high, but the school provides satisfactory value for money.

What the school does well

- The teaching and learning are good, particularly in mathematics.
- The headteacher, assisted by a dedicated staff team and supportive governors, provides purposeful and effective leadership.
- There is very good provision for social and moral development, which strongly supports the very good relationships, positive attitudes to learning and good behaviour.
- There is a very good level of inclusion¹, with good provision for pupils with special educational needs.
- There are effective links with the community and links with parents are developing well.

What could be improved

- Standards in English and information and communication technology are below average, with insufficient cross-curricular work.
- Attendance is well below average and too many pupils are late for school.
- The monitoring role of subject co-ordinators is under-developed.
- Provision for outdoor play in the Foundation Stage² requires improvement and links between the Early Years Centre and Reception are not strong enough.

¹ Inclusion is the term used when a school seeks to promote all groups of children in its educational provision.

² The Foundation Stage applies to children from three years of age to the end of the Reception year in the primary school.

- There are insufficient opportunities for pupils to appreciate the cultural diversity in Britain today.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997. Since then there has been good improvement overall. **Key Issues identified at the time of the previous inspection were:**

1. **Develop the school's vision and long-term planning and secure its implementation.** The school has made considerable improvement in this area. An informative longer-term plan for the next two years has been developed and agreed by staff and governors; this includes a clear emphasis on raising standards, with details of financial planning. Improvement has focused on raising attainment and this has been especially successful in mathematics and science. There are clear targets for raising attainment. Learning resources have improved and are now adequate. Financial planning is now integrated into the planning cycle with regular monitoring. Staff, governors and parents have agreed a 'vision statement', which has a good balance between academic and pastoral priorities.
2. **Improve the quality of teaching in the middle years of Key Stage 2.** Teaching is now good.
3. **Ensure that teachers' curriculum responsibilities are manageable, and put into place effective monitoring and evaluation processes, which involve governors, the head and subject managers.** Progress has been reasonable overall, but further improvement is required in developing the monitoring role of subject co-ordinators.
4. **Improve consistency in curriculum planning to offer guidance and assessment in all subjects.** There has been considerable improvement in the planning throughout the school. Clear objectives are identified and shared with the pupils. Links between the Early Years Centre and Reception are not strong enough. Other areas where there has been improvement are relationships, which are now very good, and assessment, which was judged to be weak but is now satisfactory. Pupils make good progress through the school. Standards in information and communication technology (ICT) remain below expectations, but are improving with the opening of the information and communication technology suite and the increase in teachers' confidence. The school has a good capacity for 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	E	B
mathematics	E*	E	C	A
science	E*	D	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
in the lowest 5 per cent	E
	*

In English the results for 11-year-olds in the national tests in 2001 were well below average. In mathematics they were average and in science they were well above average. When compared with those in similar schools, they were above average in English and well above average in mathematics and science.

In the national tests for seven-year-olds in 2001, standards in reading and writing were well below

average, but in mathematics they were average. When compared with those in similar schools, they were below average in reading and writing but well above average in mathematics. Results in Year 6 show good improvement over time and most pupils make good progress during their time in the school. The trend of improvement over the past five years is above the national trend.

The school has set realistic targets in English and mathematics, which reflect the higher percentage of pupils with special educational needs in the current cohort.

On the basis of inspection evidence, a particular strength throughout the school are the standards achieved in mathematics. In mathematics and science standards are broadly in line with the national average at seven and eleven. The pupils particularly enjoy the challenge of mathematics. In English at the ages of seven and eleven, standards are still below average. In ICT standards remain below expectations overall. Many children enter the Early Years Centre with standards which are well below expectations in their early linguistic, personal, social and numeracy skills. By the end of the Foundation Stage, although still below expectations overall, they have made good progress in all areas of learning. Pupils with special educational needs achieve well because of the effective support which they receive. During the inspection no difference was observed between the standards achieved by boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school, are keen to learn and concentrate well.
Behaviour, in and out of classrooms	Behaviour is good in classes and around the school. There is some challenging behaviour from a few pupils, but the school has effective strategies to deal with this. Pupils are considerate and polite and work and play well together.
Personal development and relationships	Good. Relationships in the school are very good. Pupils willingly accept responsibility.
Attendance	Although the school regularly promotes the importance of regular attendance it is well below average. Too many pupils arrive at school after lessons have begun.

The very good relationships have a positive impact on the learning as pupils feel secure and develop their belief in what they are capable of achieving. The staff provide very positive role models for the pupils. The poor attendance and the frequent late arrival of some pupils have a negative impact on their attainment and the quality of their learning.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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.

Most teaching was good. Out of 24 lessons or part-lessons the teaching was good in 14, very good in seven and satisfactory in three. In Years 3 to 6 teaching in five out of 11 lessons was very good. The quality of teaching has much improved since the previous inspection, with none less than satisfactory. The very good teaching had clear learning objectives which were shared with the pupils and very effective planning which took account of their different needs. Lessons were presented in a lively and interesting way, which captured the pupils' interest. Teachers had high expectations of what the pupils could

achieve and also of their behaviour. They had very good subject knowledge and confidence in what they were teaching. The pace was brisk but provided enough time for consolidation and there was very good liaison between the teacher and support staff. The teaching in mathematics was particularly successful, partly because of the shared enjoyment in the teaching and learning. The National Numeracy Strategy has had a very positive effect in raising standards in the school.

The quality of learning is good overall, although progress is slower in English. The pace of some lessons was too slow. There is insufficient use of information and communication technology to support teaching and learning in lessons and not enough work across the curriculum. Homework is not set regularly enough to effectively support the learning. The good teaching in The Early Years Centre and Reception ensures that the youngest children make good progress in the Foundation Stage. There is a very good level of inclusion in the school. The school meets the needs of all pupils well, including Traveller pupils and pupils with special educational needs. Higher-attaining pupils are challenged by the extension activities in most lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The provision for outdoor play in the Foundation Stage is too limited as in the Reception class there is not a specific designated area for this class. In The Early Years Centre and Reception, the outside area is not used as a natural extension of the work done inside the classroom, with carefully planned activities to support learning. The curriculum from Year 1 to Year 6 is broad and balanced with a suitable range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils with special educational needs receive good support, which enables them to learn effectively.
Provision for pupils' personal development including their spiritual, moral, social and cultural development	The provision is good overall. Provision for moral and social development is very good. Pupils have a clear understanding of the difference between right and wrong. Provision for cultural and spiritual development is satisfactory.
How well the school cares for its pupils	The school cares for its pupils well. They receive a high level of pastoral care.

The school has developed strong links with schools in different countries. However, there are insufficient opportunities for pupils to appreciate the cultural diversity of our country today. Procedures for monitoring attendance require improvement. The school has developed effective links with the community and is developing good links with parents, which has a positive impact on the ethos of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good, clear and purposeful leadership and is well supported by the dedicated and hardworking staff team. Development planning is clearly focused on raising standards.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They visit the school regularly and are aware of the school's strengths and areas for improvement.

The school's evaluation of its performance	Satisfactory. The school has analysed test results to identify areas for development in mathematics, but this procedure is less developed in English. The monitoring role of curriculum co-ordinators is not sufficiently well developed. It does not identify the impact of teaching on learning.
The strategic use of resources	Good. The budget is managed and monitored effectively and is linked to targets in the School Improvement Plan.

Learning resources have improved and are satisfactory. There is a high level of support staff, which has a positive impact on the quality of learning. The current outdoor accommodation for Reception is unsatisfactory. The school takes satisfactory steps to ensure that the principles of best value are applied. The costs per pupils are high, but, taking account of the good quality of teaching and learning, the school provides satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children enjoy school. • Teaching is good and children progress well. • Staff know the children well and care about them. • The school fosters positive attitudes. • Parents feel welcome in school. 	<ul style="list-style-type: none"> • Some parents would like more extra-curricular activities for their children. • Homework is not set on a regular basis.

The inspection team agrees with the positive views of the parents. The amount of extra-curricular activities is satisfactory and is similar to that in most other schools. The team agrees that homework is not set on a sufficiently regular basis.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The teaching and learning are good, particularly in mathematics.

1. The quality of teaching and learning in the school is good. Almost 90 per cent of the teaching during the inspection was good, with very good teaching in about 30 per cent of lessons. Most teachers plan well for the different needs of the pupils; lessons interest the pupils and have a brisk but appropriate pace. Teachers ensure that the pupils understand the objectives and activities in the lessons and there is a useful plenary session, which reinforces the learning.
2. The teaching in mathematics is particularly effective because teachers have a secure understanding of how to teach the basic skills and of the National Curriculum. The teachers are enthusiastic about the subject and enjoy teaching it; this captures the pupils' interest and they enjoy achieving the challenges which are set. In the Early Years Centre and Reception, there are plenty of opportunities for children to practise and consolidate their knowledge and understanding through well-organised activities. Throughout the school, pupils are encouraged to use correct mathematical terms to describe their work because the teachers are very good at explaining the meaning of mathematical language. Their clear explanations about the tasks ensure that pupils quickly grasp new ideas. A good example of this was in Year 6 when the teacher used the pupils' experience of percentages from real-life situations to further their understanding. This had a very positive impact on their learning.
3. Teachers make it clear to pupils what they want them to learn by the end of the lesson, which gives purpose to what the pupils are doing. The planning is effective because activities build effectively on previous teaching and consequently pupils make good progress in their learning.
4. The teachers know the pupils well and in mathematics have high expectations of what they can achieve. The teachers check how well the pupils are learning and ensure that they have fully understood before moving on. In numeracy, opportunities are used well in whole-class sessions to practise number bonds and multiplication. Support staff work closely with the teachers and provide effective support for the pupils. At the end of mathematics lessons teachers check how much the pupils have understood and most teachers use this information well to plan the next stage of learning.
5. Pupils have very positive attitudes towards mathematics. The very good relationships with the staff mean that they feel confident at 'having a go' and answering questions. The teachers have high expectations of the pupils' behaviour and achievement, which also has a very positive impact on the learning. The positive features of the teaching contribute very well to the pupils' learning and are reflected in the attainment of the pupils by Year 6.

The headteacher, assisted by a dedicated staff team and supportive governors, provides purposeful and effective leadership.

6. The school benefits from purposeful and effective leadership from the headteacher, who communicates a clear vision for school improvement. She has a positive outlook and knows the school very well, understanding how to build upon the staffs' skills and knowledge. This was very evident from information provided before the inspection. The school has faced several challenges and over the past two years there have been several changes in staff. The headteacher has drawn the staff together well to form a strong team, which is united in the aim of providing a good education for the pupils. The headteacher obtains good support from the governors, the local education authority, parents and support agencies through community links. All staff provide very good role models and have high expectations of what can be achieved. The school aims are clear and are reflected in the work of the school.

7. The senior management team provides effective support for colleagues and meets regularly with the headteacher to share ideas and discuss issues. Where monitoring of teaching and learning has taken place it has been supportive and useful. The headteacher has a clear view of the strengths and weaknesses in teaching and ensures that staff receive appropriate support in school or through further training to improve their expertise.
8. The School Improvement Plan, which covers a two-year time-scale, is focused on raising standards and identifies clear time scales and success criteria. Although financial implications are indicated, the source of the finance is not. The plan also contains an informative monthly schedule of what needs to be achieved. Although this plan is a very useful working document, it is not supported by a longer-term overview to support longer-term aims and priorities.
9. The governors have developed their role well from the previous inspection. They visit the school regularly to inform themselves about what is happening in the school. They are very aware of the school's strengths and areas for development and work hard to fulfil their statutory requirements. They have begun to review pupils' performance using comparative data. The governors are very involved in the life of the school. They provide friendly support but also act as critical friends in a meaningful way, for example, in relation to any concerns about behavioural incidents. They provide objective feedback to the school, for example, about special educational needs. The finances are monitored regularly and are linked to raising standards. The headteacher and governors make good use of funds to raise standards and improve the environment and resources, for example, in funding for the information and communication technology (ICT) suite. The good quality of leadership and management has a positive impact on the improving standards in the school.

There is very good provision for social and moral development, which strongly supports the very good relationships, positive attitudes to learning and good behaviour.

10. The school places high emphasis on moral and social development, which is reflected in the frequent opportunities for developing these aspects. In lessons, all staff use opportunities very well to develop social and moral skills. They set very good role models for the pupils, for example by always ensuring that there is time to listen to and value what the pupils say. The pupils are very aware of the school motto "Queen Margaret School works quietly, carefully and considerately". Staff refer to this as 'QCC' and the pupils respond well, knowing what is expected.
11. Pupils of all ages enjoy school and show interest in what they are doing. They settle to their work quickly because they are clear about what they are expected to do. This is because they listen carefully and have the confidence to ask questions to clarify their ideas. They rise well to challenges, for example, in mathematics lessons, because they are happy to 'have a go' knowing that staff will value their efforts. The very good relationships, which they have with the staff and each other, ensure a calm and orderly atmosphere in lessons. Most pupils concentrate well and try hard because the activities interest them. A good example of this was a very successful outdoor lesson in Reception, where the children took part in a version of orienteering. They were so keen that they did the course twice, and they behaved excellently, even though it was very exciting for them. Throughout the school, pupils respect the ideas and opinions of others. They share equipment and work well together.
12. Pupils behave well, although there is some challenging behaviour from a few pupils. The school has identified successful ways of dealing with this; for example, at lunchtime extra supervisors have been employed and lunchtime is split into different sittings. Pupils have a very clear understanding of the difference between right and wrong. This is emphasised in the school and class rules, in discussions and during assembly. The teachers respect the pupils and this provides a good example for the pupils to copy. Pupils want to behave well because they know it is the right thing to do.

There is a very good level of inclusion, with good provision for pupils with special educational needs. This is supported by effective links with the community and the positive relationships which are developing with parents.

13. The school provides a good quality of education that is well matched to the needs and abilities of the pupils. There is a high percentage of pupils with special educational needs in the school, but there is wide range of ability, with several pupils who are more able. The school also has five Traveller pupils on roll. In lessons all pupils are included very well. They are given effective support, which enables them to feel confident and to learn well. More-able pupils are suitably challenged by extension activities, for example, in a Year 5 English lesson when pupils were writing persuasive letters about endangered turtles. They were disappointed when the lesson had to stop. Staff ensure that there is equal opportunity for boys and girls. The school places a high emphasis on raising the pupils' confidence and developing their self-esteem, which means that each individual is valued. This is very apparent in lessons throughout the school.
14. The provision for special educational needs is good. In the Early Years the very good links with parents enables regular discussion to take place and positive relationships to be formed. The individual education plans contain useful information about pupils' progress and realistic targets for improvement. There is very good liaison with outside agencies and parents are contacted quickly if there are any concerns about their children. Most pupils make good progress towards their targets because of the effective support that they receive. The school has a higher than average number of support staff, which has a positive impact on the learning, because this support is used well. The governor with responsibility for special educational needs visits the school regularly and provides very informative written reports, which develop and support the good practice in the school.
15. Most parents are very positive about the school and the way in which it supports their children. All parents who replied to the questionnaire agreed that their children made good progress and liked school. The school has improved the relationships with parents since the last inspection and most parents feel very happy about approaching the school with any problems. The headteacher and staff meet with parents to discuss any concerns as they arise. There are regular meetings to keep parents informed about how their children are progressing. One teacher organises a weekly meeting, which enables parents to find out how they can support their children in their learning. The links with parents and the local community are fostered well by the facilities and meetings in the bungalow annexe, which is part of the Early Years Centre. An additional community building has just been erected on the school site and will be in use in September. The school has successfully formed the 'Queen Margaret Partnership' in order to co-ordinate and promote community links. Many activities are organised for parents and their children which have a positive impact on school and community links. A recent successful example of this was 'The Concert on the Park', which was an exciting musical event arranged for parents and children.

WHAT COULD BE IMPROVED

Standards in English and information and communication technology are below average, with insufficient cross-curricular work.

16. When children join the school in The Early Years Centre their early language skills are well below those expected. Many find it difficult to communicate and do not speak clearly. Although most pupils make satisfactory progress in improving their English skills during their time in school, overall standards are still below average and some pupils are capable of achieving more.
17. Staff use opportunities well to encourage pupils to share their thoughts and ideas in lessons, but opportunities for more formal debate or for drama are more limited. In the Foundation Stage, although provision for purposeful play is satisfactory, there is insufficient emphasis on using role-play or imaginative play to develop language and early literacy skills. In Years 1 and 2 these

opportunities are also limited.

18. Standards in reading are about average, but the lack of spacious and exciting library area limits pupils' enjoyment and interest in books. The library is currently being re-furbished and so was not in use during the inspection. This has a negative impact on standards and consequently library and research skills are below expectations for many pupils. Most classes have book corners, but the quality of these varies and some are cramped and uninspiring.
19. Standards in writing are below average. There is a lack of imaginative writing which captures the readers' interest and imagination. Many pupils do not have an extensive vocabulary. Opportunities to develop their vocabulary are not always fully developed. As yet the school has not identified and developed the use of a range of work across the curriculum to help develop literacy skills, for example, in ICT. Teachers know the attainment targets from the National Curriculum levels in English, but they are less confident about using the minor statements within the levels. These smaller steps give clearer indications of what pupil's need to do to achieve the next National Curriculum level. The analysis of national test results in English has not been in sufficient detail to support the improvement of standards across the whole school. Although most pupils take their books home to read, homework is not set on a sufficiently regular basis to support the learning. There are some very good examples of evaluative marking, but this is not consistent in helping to develop the pupils' skills, knowledge and understanding. Although some useful monitoring has taken place, it has not been sufficiently regular or systematic to have significant impact on standards.
20. Standards in ICT are below expectations, but improving. The ICT suite is now in regular use, the school has also purchased a portable interactive white board and projector and pupils are developing their skills. Teachers have developed their confidence in teaching the subject through in-school support and LEA training. There is some exciting work in some classes, for example, in Year 4 where pupils are researching and writing books about animals for Year 2 pupils. Overall there is insufficient work across the curriculum to support the learning and foster the pupils' interest in and enjoyment of the subject.

Attendance is well below average and too many pupils are late for school.

21. The attendance rate of 91.5 per cent for the current year is well below average and has deteriorated from the previous year. This has a negative impact on the attainment and learning of the absent pupils and makes teaching more difficult. There are a few families who are a cause of specific concern, but also several other families with children who attend irregularly. The home/school agreement includes regular attendance and punctuality as part of the agreement, but this has had insufficient impact on improving levels. Awards are presented for 100 per cent attendance, but pupils do not have short-term targets to improve their attendance. The education welfare officer visits the school weekly and contacts families where there is most concern. Parents are reminded in letters that only 10 days for holidays can be authorised. Letters are sent out to parents requesting reasons for absence after one week. The attendance registers are not monitored on a regular basis by a member of staff or a governor, which means that persistent absence or lateness is not acted upon as quickly as it could be.
22. Too many pupils arrive at school late. This disrupts the lessons and has a negative impact on the learning. Those pupils who arrive after registers have closed report to the office and a record is kept. The school acknowledges that procedures now need to be more stringent in order to improve the situation.

The monitoring role of subject co-ordinators is under-developed.

23. Although some useful monitoring has taken place, for example, in mathematics, at its present level the monitoring by co-ordinators is not stringent enough in evaluating the impact of teaching on pupils' learning and in identifying where teaching needs to be refined. The monitoring is not always sufficiently structured with a clear and agreed focus and informative feedback. The role of the co-

ordinators is not always strong enough and they are not always sufficiently informed through observations, for example, by being aware of standards in other classes or the likely outcome of national tests. In mathematics, good use has been made of data to analyse where there are problems and positive action has been taken, for example, in focusing on specific areas of the curriculum such as problem solving or providing extra support. In English and science the analysis and use of data by co-ordinators are less developed.

Provision for outdoor play in the Foundation Stage requires improvement and the links between the Early Years Centre and the Reception class are not strong enough.

24. The Reception class does not have a specifically designated area to enable outdoor play to take place alongside the curriculum provided indoors. Good use is made of the outdoors for physical development, for example, in a lesson related to orienteering, but there is no facility for children to play or work outdoors to enhance their learning. In the Early Years Centre the children have opportunity for outdoor play for part of the morning and afternoon sessions, but this is not always sufficiently structured to support the learning which takes place. Outdoor activities are not always related to the indoor activities in order to enhance the learning.
25. There is good provision in both the Early Years Centre and Reception, but current links between the two are not strong enough. There are not regular, planned meetings between staff in order to share good Foundation Stage practice, provide support or help to ensure continuity. Short and medium-term planning is thorough in both Reception and The Early Years Centre, but there is not a longer-term curriculum plan to help ensure progression through the Early Learning Goals.

There are insufficient opportunities for pupils to appreciate the cultural diversity of Britain today.

26. Although the school has developed strong and productive links with schools in Prague, Italy and France through 'The Comenius Project', there are not enough opportunities for pupils to appreciate the rich cultural diversity of Britain today. There are very few displays that reflect or celebrate cultural diversity in order to prepare the pupils for the world beyond school and to foster positive attitudes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. In order to build upon its many strengths and continue the improvement made, the headteacher, governors and staff should now:
 - (1) improve standards in English and information and communication technology and make greater use of links across the curriculum to support the learning;
(paragraphs 16 to 20)
 - (2) improve attendance and punctuality;
(paragraphs 20 to 22)
 - (3) develop the monitoring role of curriculum co-ordinators;
(paragraph 23)
 - (4) improve the outdoor provision in the Foundation Stage and strengthen links between the Early Years Centre and the Reception class; and
(paragraphs 24 to 25)
 - (5) provide more opportunities for pupils to appreciate the cultural diversity in Britain today.

(paragraph 26)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	14	3	0	0	0
Percentage	0	29	58	13	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 four 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)	55	174
Number of full-time pupils known to be eligible for free school meals	N/A	68

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	5
Number of pupils on the school's special educational needs register	3	53

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	7.33

Unauthorised absence

	%
School data	1.17

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	16	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	16	17	24
Percentage of pupils at NC level 2 or above	School	64 (96)	68 (96)	96 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	19	22	23
Percentage of pupils at NC level 2 or above	School	76 (88)	88 (92)	92 (88)
	National	85 (84)	89 (88)	89 (88)

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

Attainment for boys and girls is not published as the totals for boys and girls were less than ten.

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	14	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			13
	Girls			11
	Total	19	21	25
Percentage of pupils at NC level 4 or above	School	73 (55)	81 (50)	96 (59)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			11
	Girls			11
	Total	14	21	22
Percentage of pupils at NC level 4 or above	School	54 (43)	81 (45)	85 (41)
	National	72 (70)	74 (72)	82 (79)

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

Attainment for boys and girls in English and mathematics is not published as the totals for boys and girls were less than ten.

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	169
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.21
Number of pupils per qualified teacher	21.75
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	101

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	27:5
Total number of education support staff	3
Total aggregate hours worked per week	70
Number of pupils per FTE adult	12

FTE means full-time equivalent.

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	5
Total number of vacant teaching posts (FTE)	0
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

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	12	0
Other minority ethnic groups	12	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	2001
	£
Total income	585,561
Total expenditure	591,786
Expenditure per pupil	3,288
Balance brought forward from previous year	33,788
Balance carried forward to next year	27,563

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	229
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	36	0	0	0
My child is making good progress in school.	70	30	0	0	0
Behaviour in the school is good.	48	36	10	4	2
My child gets the right amount of work to do at home.	42	36	18	0	4
The teaching is good.	68	30	2	0	0
I am kept well informed about how my child is getting on.	48	40	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	66	30	0	4	0
The school expects my child to work hard and achieve his or her best.	68	24	2	0	6
The school works closely with parents.	50	40	6	2	2
The school is well led and managed.	62	30	6	2	0
The school is helping my child become mature and responsible.	58	34	2	2	4
The school provides an interesting range of activities outside lessons.	36	30	14	10	10