

INSPECTION REPORT

CRONDALL PRIMARY SCHOOL

Crondall, Farnham

LEA area: Hampshire

Unique reference number: 115878

Acting Headteacher: Mrs. D. Collard

Reporting inspector: Alison M. Cartlidge
OIN 23609

Dates of inspection: 25th – 26th February 2002

Inspection number: 197370

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 & Junior

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Croft Lane
Crandall
Farnham

Postcode: GU10 5QG

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs. K. Cull

Date of previous inspection: September 2002

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Crondall in Hampshire. It has been steadily growing over the last few years and is now of average size, with 202 pupils between the ages of four and eleven on roll. Pupils start in the reception class and are taught in seven classes, each with one year-group. Most pupils come from favourable socio-economic backgrounds from the village and surrounding area and attainment on entry to the school is above average most years. There are more pupils with special educational needs than at the time of the last inspection, although at 23 per cent, this remains broadly the same as the national average. One pupil has a statement of special educational need, another has English as an additional language and less than four per cent of pupils take free school meals. These figures are below average for the country. There has been a high turnover of teachers over the last two years and during the inspection the school was being led and managed by an experienced headteacher seconded from another school in the local education authority. A new headteacher has been appointed for the start of the next term.

HOW GOOD THE SCHOOL IS

Crondall Primary School is a good school. Very effective leadership and management and good teaching ensure that pupils have very good attitudes to their work and achieve well. Pupils' attainment is well above average most years in English, mathematics and science. The school provides good value for money.

What the school does well

- Pupils achieve well in English, art and design, geography and history.
- Members of staff and governors share a clear educational vision and work together effectively to develop the school.
- Teachers plan interesting, practical activities that make learning effective
- Very good provision for information and communication technology ensures that pupils develop good skills.
- Very thorough assessment procedures help to promote high standards.
- Pupils are given good opportunities for personal development and develop very good attitudes.

What could be improved

- Pupils in the present Year 3 made unsatisfactory progress in mathematics and science by the end of Year 2 and their attainment is below average.
- There are limited opportunities for pupils to improve their skills and knowledge in religious education and music.

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 made good progress since the last inspection in 1997. High standards in English, mathematics and science have been maintained in most year groups, and pupils' attainment has improved in art and design, history, geography and information and communication technology. The quality of teaching remains good and members of staff and the governing body, work together effectively to ensure that the school continues to improve.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	A*	A	A*	A
Mathematics	A	A	A	A
Science	A	A*	A	B

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

Over the last three years, National Curriculum test results for eleven year-olds have been consistently high in English, mathematics and science, with attainment being in the top five per cent nationally in English in 1999 and 2001, and in science in 2000.

National Curriculum test results for seven year-olds have been above average overall in the last three years. However, in 2001, the attainment of seven year-olds was well below average in mathematics and science.

Inspection findings are that most children in the reception class are on target to exceed the expected levels of attainment by the end of the foundation stage, particularly in communication, language and literacy and mathematics and are on target to meet the expected levels in personal, social and emotional development.

The present Year 2 class is well above average in writing and mathematics and above average in reading and science. The present Year 6 includes a higher percentage of pupils with special educational needs than in previous years. Nevertheless, pupils' attainment is above average in speaking, listening and reading and is average in writing and mathematics. Throughout the school, pupils' attainment is above national expectations in art and design, geography, history and information and communication technology.

Most pupils, including those with special educational needs, achieve well throughout the school. However, about half the pupils in the present Year 3 have made unsatisfactory progress in mathematics and science from the time they started school because of weaknesses in teaching in the past. The school sets realistic and suitably challenging targets for each year group and makes good progress towards these targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school. They listen attentively to the teachers and each other, and work hard in most lessons.
Behaviour, in and out of classrooms	Good. Pupils are polite and friendly and work together sensibly at playtimes and in lessons. An effective 'buddy system' means that children need not play alone at playtime.
Personal development and relationships	Very good. Pupils respond enthusiastically to the many, worthwhile opportunities they have for taking responsibility and using their initiative. They contribute very effectively to the running of the school via the school's council and complete high quality individual projects.

Attendance	Good. Rates of attendance are above the national average and are improving this year.
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TEACHING AND LEARNING

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

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

The quality of teaching is good overall, throughout the school, and is never less than satisfactory. Teaching is good in English and mathematics and basic skills of literacy and numeracy are taught well. Teachers are particularly skilled in making lessons interesting by giving pupils good opportunities to carry out meaningful, practical activities. Teachers demonstrate a good knowledge of the subjects they teach, especially in English, art and design, geography, history and information and communication technology. Educational resources, including information and communication technology, are used effectively to support learning in different subjects. Teachers are successful in managing pupils well, including those who have been identified as having specific emotional and behavioural difficulties. They ensure that pupils understand the purpose of the work they are given and they use marking effectively to decide what individuals need to learn next. Pupils' work is attractively displayed and this encourages pupils to present their work to a high standard and shows them that their hard work is valued.

In most lessons all pupils, including those with special educational needs, extend their learning effectively. Occasionally the pace of learning slows when lessons are too long and pupils start to lose concentration, on the few occasions when learning support assistants are not used effectively to support pupils or when tasks in science provide insufficient challenge for higher attaining pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Whilst there are good learning opportunities in many subjects, the excessive amount of time devoted to English and mathematics means the curriculum lacks balance in religious education and music. The school makes good use of educational visits to enrich learning.
Provision for pupils with special educational needs	Good. There are clear educational plans for individual pupils and support in class is effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Clear rules, thought provoking assemblies and extensive opportunities for pupils to take responsibility have a good impact on pupils' personal development. Opportunities to further pupils' spiritual and cultural development are not fully exploited in subjects such as religious education and music.
How well the school cares for its pupils	Good. Teachers have a good understanding of pupils' personal and academic needs and procedures for ensuring pupils' health, safety and welfare are effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. There is a shared sense of educational direction and good commitment to maintaining high standards. Members of staff are clear about their responsibilities and work together effectively to develop the school. The highly skilled acting headteacher provides great wisdom and stability during a time of change.
How well the governors fulfil their responsibilities	Very good. Governors have a very thorough understanding of the school's strengths and weaknesses and fulfil their duties rigorously.
The school's evaluation of its performance	Good overall. There are considerable strengths in the way the school monitors the effectiveness of its work. However, effective action has not been taken to address the weaknesses in attainment in mathematics and science of pupils in the present Year 3.
The strategic use of resources	Satisfactory. Financial planning is very thorough and successfully linked with school improvement. However, the way an additional teacher is deployed means that support is uneven across the school.

The school is effective in ensuring that principles of best value are applied. A lack of space in the hall and reception class limits opportunities for physical development during bad weather.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like school. They are expected to work hard and make good progress. • Teaching is good. • Members of staff are approachable and the school is well led and managed. • Pupils are helped to become responsible. 	<ul style="list-style-type: none"> • Extra-curricular activities. • Homework. • Behaviour.

Most parents are supportive of the work of the school and almost half choose to bring children to the school from outside the catchment area. Parents have a limited impact on learning during the school day, with few helping in class. The inspection team agrees with parents' positive views. Inspection findings are that behaviour at the school is good and that pupils receive a satisfactory amount of homework. Whilst there are several fee paying clubs the inspection team agrees with parents that there are insufficient out of school learning opportunities without charge.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well in English, art and design, geography and history.

1. Throughout the school, all pupils, including those with special educational needs, make good progress in English, art and design, geography and history. Teachers have particularly good knowledge in these subjects and enjoy sharing this with the pupils. During the inspection, lessons in English and history were observed and these were consistently good with an example of very good teaching in English. These lessons successfully promote good standards. Parents are particularly pleased with attainment in English and art and design.
2. In English, National Curriculum test results by the end of Year 2 and Year 6 have been above average or well above average for the last four years. They were in the top five per cent nationally in reading at the end of Year 2 in 1999 and at the end of Year 6 in 1999 and 2001. Pupils in the present Year 6 are unlikely to attain the well above average standards of previous years because of the higher percentage of pupils with special educational needs in this year group. Nevertheless, all pupils have made good progress in the subject and overall, high standards have been maintained since the last inspection.
3. Particular strengths in English are pupils' use of vocabulary to make their writing interesting, and the effective use of punctuation. Pupils are less secure in the consistent use of correct spelling and grammar. All pupils are very attentive and thoughtful listeners and show interest by asking relevant questions. Most pupils speak clearly and confidently. The thorough teaching in the reception class and Years 1 and 2, of the sounds groups of letters make, results in pupils being skilled in attempting unfamiliar words. Due to a limited range of books, younger pupils have little opportunity to develop specific interests and few make informed choices about what they want to read. Pupils in Year 6 read fluently and expressively from a wide range of books and discuss characters and story plots in good detail. Pupils have a good understanding of how to find information for themselves by using books or computers. Detailed individual targets and effective marking of pupils' work enables pupils to improve consistently. However, several older boys do not volunteer to write when working in small groups and this means they have fewer opportunities to improve their skills than other pupils. Overall, there are good opportunities for pupils to use their literacy skills in support of learning in other subjects and to write for a wide range of purposes.
4. Pupils' attainment in art and design has improved since the last inspection. As at that time effective use is made of art to enrich other subjects such as history and geography. By the end of Year 6 pupils have developed a wide range of skills with pastel drawing and water colour painting being particularly well developed. For example, pupils in Year 5 made effective use of blending pastels in their beautiful observational drawings of lilies. Pupils have good opportunities to work with a range of natural and man-made materials when making dramatic sculptures.
5. Pupils' good attainment in geography has been maintained since the last inspection. Pupils draw maps carefully and show a clear understanding of how location can have an impact on lifestyle. For example, pupils in Year 6 know that the crops grown in a region can influence diet and provide materials to build houses and make toys. Pupils are skilled at picking out key differences and similarities between two locations.
6. Pupils' attainment in history has improved since the last inspection. Good teaching means that pupils have a clear understanding of how evidence can be used to find out about the past. For example, in Year 2, pupils used a range of photographs of artefacts to draw conclusions about the life of Grace Darling. Attractive displays of pupils' work promote the subject effectively. Pupils have good knowledge of the periods studied in history. For example, pupils in Year 4 have a good understanding of the lives and beliefs of ancient Egyptians and carry out independent research effectively.
7. Pupils use the skills they have learnt in these subjects well when compiling their own original and

impressive, individual projects at the end of each school year. Interesting historic and geographic facts together with carefully drawn maps and delicate water-colour paintings of places of specific interest are delightfully presented.

8. Specific weeks devoted to teaching art and reading, have a good impact on raising standards. At these times there is a whole school focus on a specific subject and pupils extend their knowledge and skills well, often with support from specialists such as a local artist and a sculptor.

Members of staff and governors share a clear educational vision and work together effectively to develop the school.

9. The school has a clear mission statement and aims are well known and supported by members of staff and governors. Most parents are pleased with the way the school is led and managed and trust the governors' judgement in the appointment of the new headteacher.
10. There is a strong commitment to school development. All members of staff have clear roles and are well trained in carrying out their leadership and management responsibilities. Senior members of staff have formed 'the improving standards team' and meet regularly to analyse test results thoroughly and to look at how standards can be improved further. Subject co-ordinators review their subjects effectively and share their findings with the rest of the staff. All members of staff work together well, for the good of the school and its pupils. A detailed staff handbook shows clear expectations for members of staff and offers helpful practical guidance.
11. The school improvement plan is better than at the time of the last inspection. It includes relevant suggestions from members of staff and governors and is an effective management tool. The reasons for needing a particular development are analysed well and different members of staff take on the responsibility of overseeing each area for development successfully. Expectations for developments and estimated costs are clearly identified.
12. The school has many procedures for monitoring the curriculum, teaching and learning, by observing lessons and examining teachers' planning and examples of pupils' work. The information collected is shared with relevant members of staff and is used to help plan staff training and to develop subjects. However, the identification of a weakness in teaching in Year 2 last year, did not result in effective action being taken to provide the necessary support. As a result, attainment in the present Year 3 class is below average in mathematics and science.
13. The highly skilled acting headteacher has supported members of staff effectively this term. A calm and caring approach has enabled members of staff to continue heading in the right educational direction and to prepare for change effectively.
14. Governors are enthusiastic and well motivated and constantly challenge the school to ensure that it continues to be effective. They have a thorough knowledge of the school's strengths and weaknesses and monitor the use of finances very thoroughly.

Teachers plan interesting, purposeful, practical activities that make learning effective.

15. The quality of teaching remains broadly the same as at the time of the last inspection and is good throughout the school. The strongest feature of teaching is the importance placed on enabling pupils to learn through practical experiences. This is very much a central theme in the school's philosophy and is effective in making learning interesting and purposeful and in promoting high standards. At the start of all lessons the purpose of activities is clearly explained to the pupils and this involves them effectively in their own learning. Parents are pleased with the quality of teaching.
16. In the reception class, there are many good opportunities for children to learn through purposeful play. Activities are planned to meet children's differing needs and to give them the opportunity to make choices about their learning as well as working with an adult. Reception children particularly enjoy joining in with action rhymes and are keen to hold up relevant objects when learning about vowel sounds in the middle of three letter words.

17. Throughout the school, books and texts are chosen that will interest the pupils in English lessons. For example, the text chosen to demonstrate to Year 6 pupils how a discussion document can be structured, showed the pros and cons of allowing pupils to carry mobile phones in school.
18. Mathematical facts and concepts are explained clearly with many practical activities and demonstrations. In the very good mathematics lesson observed in Year 2, pupils folded paper to demonstrate that a square can be halved different ways. In Year 1, the teacher helped pupils understand the purpose of a graph by involving them in placing coloured blocks on a chart. This made it easier for pupils to understand that each block represented someone's favourite colour.
19. In science, pupils have good opportunities to learn scientific concepts. For example, pupils in Year 3 learnt about the properties of various materials when testing the hardness and permeability of rocks. They were able to discuss why some rocks were harder than others because of their own observations. Similarly in a lesson in Year 6, following an investigation, pupils understood that yeast is a living organism. However, teachers give pupils insufficient opportunity to devise their own tests and methods of recording findings and this sometimes limits the rate of progress, especially of higher attaining pupils.
20. When learning about different times in history, considerable importance is placed on using various sources of information to help draw conclusions about the past. For example, pupils in Year 5 discuss and compare portraits of Queen Mary and Queen Elizabeth effectively and discover clues about their lives and personalities.
21. Effective use is made of educational visits to enrich pupils' experiences. For example, Year 5 pupils visit Hampton Court and attend workshops at a local museum as part of their study of the Tudors and pupils in Year 3 visit a stream as part of a geography topic. Effective links between subjects enrich learning. For example, when studying Egyptians, pupils in Year 4 make attractive clay plaques depicting hieroglyphics in relief.
22. Whilst most teaching is successful, the effectiveness of teaching is sometimes lessened in English and mathematics when lessons are too long and pupils start to lose interest.

Very good provision for information and communication technology ensures that pupils develop good skills

23. Provision for information and communication technology (ICT) was identified as a weakness at the time of the last inspection. This is no longer the case. Very effective management of the subject by the deputy headteacher and the ICT co-ordinator has ensured that provision has been significantly improved. Since the last inspection, the school has greatly improved resources and introduced a good quality scheme of work to support pupils' learning. Teachers are now confident about teaching the subject and they make very good use of computers in lessons. All these factors have had a positive impact on standards. Pupils are now achieving well and standards of attainment are good.
24. The curriculum is carefully planned and there is a clear progression of the development of skills as pupils get older. In the reception class, children use a digital camera to take photos of different places around the school. They confidently control the 'mouse' to draw pictures using an art programme and are developing a good understanding of the many different applications of ICT.
25. By Year 2, pupils show good keyboard skills when word processing pieces of writing. They produce graphs showing data that they have compiled, for example showing the favourite foods of their classmates. Pupils use advanced ICT skills to interpret this data in different ways. This is indicative of the high expectations of teachers, which help to ensure that work is challenging and meets the needs of all pupils.
26. In Year 6, pupils' word processing skills are particularly well developed. They present information in

a variety of ways, showing a very good understanding of how they can use ICT to make their writing interesting to the reader. For example, they produce house sale adverts, using various presentation techniques such as altering the font, text size or colour to attract an audience.

27. The school is fortunate to have a very well resourced ICT suite and this is used effectively to develop skills. Teachers ensure that all pupils, including those with special educational needs, have equal access to the curriculum and the use of the ICT suite and other resources is carefully planned into everyday work.
28. Pupils' progress is supported well throughout the school, with the very good use of ICT across the curriculum being a significant strength of teaching. Teachers take every opportunity to integrate ICT into different subject areas. This helps to make learning purposeful and interesting. Pupils were observed developing their skills in a range of subjects, including literacy, numeracy, science and history. For example, in Year 5, pupils spent a numeracy lesson learning about how to find different sorts of data from various graphs. This work was carefully linked to an ongoing science topic, where pupils had recorded their findings using a spreadsheet. The teacher very cleverly linked the necessity for mathematical skills to interpret science data that had been recorded using ICT.
29. Lessons in the ICT suite are well organised. For example, in a Year 4 lesson, the class was split into two groups so that the teacher could give pupils more support as they accessed the internet to find out about 'mummification'. The pupils showed good skills. They confidently scrolled through different web pages, sensibly choosing those that were likely to give them the information that they were looking for and then printing the text so that they could share it with the rest of the class. In this lesson, pupils worked very sensibly. They were clearly motivated by the task and showed good levels of concentration.
30. Very good quality displays of pupils' work show how skills are used in different subjects. These displays help to make learning purposeful to the pupils and show the development of skills across the school.

Very thorough assessment procedures help to promote high standards.

31. There are very rigorous assessment procedures throughout the school. These provide a wide range of information for teachers, the headteacher and governors. They are used effectively to monitor the effectiveness of the school as well as the attainment of individual pupils or year groups.
32. The marking of pupils' work is very good. Marking is analytical and clearly identifies what pupils have achieved and where there are weaknesses. Written comments are very detailed. They are generally positive in tone, but clearly show if work is not as good as it should be. Comments focus carefully on what pupils were expected to learn in a particular lesson, encouraging pupils to think about what they need to do to improve. For example, after a science lesson, the Year 6 teacher wrote in a pupil's book – '*What does soluble and insoluble mean? Did the sugar dissolve? What did the water taste like? Why?*' Comments such as these help the teacher to identify possible areas for development and encourage pupils to think about what they have learnt. Discussions with pupils show that they know they have to read what has been written and they report that they find the teachers' written comments helpful.
33. Linked carefully to the very good quality marking, is the very detailed target setting for individual pupils. This is a very good feature of the school's work. Pupils have individual targets in English and mathematics. These are shared with parents at regular parent/teacher consultations and they help the pupils to take a greater level of responsibility for their learning. In Year 6, pupils have 3 levels of targets in literacy linked to the different components of the literacy strategy. These are very detailed and are varied according to the individual needs of pupils. They set clear guidance for improvement and are helping to raise standards.

34. In English, mathematics and science, pupils' attainment and progress from term to term and year to year are very carefully monitored through the very good use of assessment books. These very clearly show progression over time and include detailed and annotated examples of work in these subjects. Comments written by the teacher give very clear guidance on what has been achieved and help teachers to plan future work by identifying weaknesses. For example, a science assessment commented that a pupil did not use the word 'magnetism', even when prompted and could give few reasons to show why certain materials were suitable for a given purpose. In assessment books, pupils' attainment is also measured against National Curriculum expectations and this helps to confirm test results. Teachers ensure that assessments are consistent across the school by holding regular meetings where they share pieces of work and moderate them to make sure that they are using the same criteria for judging levels. This is good practice.
35. Good use is made of a variety of tests to measure progress over time and the results are carefully recorded. Class teachers, subject co-ordinators and the headteacher analyse test results in a variety of ways. The results of test taken at the start of the reception year are used effectively to set targets and to group children so that the teacher can plan work that will meet the needs of pupils of differing prior attainment. In this class, the learning support assistant makes a good contribution to assessment procedures. She observes children when they are working in groups or individually and shares this information with the teacher at the end of the day. This enhances the assessment information available to the teacher. In other year groups, challenging targets are set for the attainment level pupils are expected to achieve by the end of the year. The targets confirm the high expectations of teachers, with pupils generally expected to make more than average gains in learning over time.
36. Test data for different year groups is monitored to show where there are weaknesses and to show comparative progress from year to year. The local authority supplies some of this information and it helpfully compares test results at different stages of a pupil's education to assess whether they have made sufficient progress. This data confirms the unsatisfactory progress of Year 3 pupils in mathematics and science. The school has used this data to monitor the comparatively lower attainment of the current Year 6 and to establish that this is because it is a weaker cohort rather than a group that is not achieving as well as it should. The targets that have been set for the current Year 6 are very challenging but are realistic given their achievements in tests in previous years.
37. Subject co-ordinators effectively monitor attainment in their curriculum areas. They analyse test papers and other assessment information to see where pupils are achieving well. They use this information to ensure that any weakness they identify is addressed. The English co-ordinator has heard pupils from each year group read in order to assess standards throughout the school. The data gained from this has helped to set targets for different year groups. In 2001, the school used assessment data to identify a large number of pupils who were capable of reaching high levels in tests at the end of Year 6. The school used this information to ensure that these pupils were suitably challenged, both in lessons and also by providing extra booster classes to reinforce and develop their skills. The success of this approach is shown by the high standards achieved in tests at the end of Year 6 in 2001.
38. Taken together, the school's range of assessment data provides good information for the headteacher and governing body. They use this information very effectively to monitor the work of the school and to set targets for improvement.

Pupils are given good opportunities for personal development and develop very good attitudes.

39. The school places a very strong emphasis on developing pupils' personal and social skills and it does this successfully. Pupils have very good attitudes to learning and they consistently behave well. Inspection findings confirm parents' views that, as at the time of the last inspection, the school is a happy and secure place where children learn good values and develop very good attitudes.
40. Teachers work hard to make learning interesting and this is why pupils are keen to come to school. Attendance figures are good and there is little unauthorised absence. Once at school, pupils are keen to learn. They are well motivated and show good levels of concentration, staying on task even during lengthy literacy or numeracy lessons. Pupils work well together, whatever their age. For example, reception children co-operated well with each other when exploring the different properties of clay. They shared tools and talked to each other about what they were doing. In a Year 6 science lesson, pupils helped each other with practical tasks such as fixing a balloon on to a bottle top so that it could trap gas.
41. The school has an appropriate set of 'golden rules' that were devised in consultation with the pupils. These are clearly understood by all members of the school community and they have a positive impact on the good standards of behaviour. Although a small number of parents expressed concern about behaviour, there was no evidence of poor behaviour during the inspection. The small number of pupils identified as having specific behavioural problems were well managed and supported and they behaved well. Pupils of differing ages or backgrounds play together happily at playtimes. Courtesy and good manners are emphasised and these are evident in all aspects of the school day. Pupils are keen to talk to visitors and are polite to each other and adults. In Year 6, pupils are given the responsibility of taking prospective parents around school when they first visit.
42. Pupils behave well at lunchtimes and are well supervised despite the lower than average number of midday supervisors. The recently re-organised lunchtimes are calm and harmonious, with pupils being successfully encouraged to eat in a civilised manner. Parents report that they feel that the new '*lunchtime bistro*' is a big improvement on previous arrangements for midday meals.
43. Pupils are effectively encouraged to become responsible. There is a clear structure to the development of responsibilities as pupils get older. All pupils are expected to help around the classroom, with some pupils in each class given specific responsibilities. Older pupils undertake a greater range of responsibilities outside the classroom. For example, they act as buddies for younger pupils, helping them at playtimes or lunchtime. Parents are very appreciative of this, feeling that it helps younger children to settle quickly into school.
44. The school helps pupils to think about the needs of others less fortunate than themselves. Pupils are given many opportunities to contribute to different charities, with some fund-raising projects suggested by the pupils themselves. During the inspection, pupils listened attentively to an assembly organised by the NSPCC. They became very involved in a presentation about the different types of cruelty suffered by children in some circumstances and were talking about the issues raised as they left school at the end of the day.
45. The school council makes an excellent contribution to pupils' personal development, helping them to learn how they can contribute to the day to day life of the school. The school council is well organised and involves pupils from each year group. Pupils are clear about the purpose of each meeting and report that they feel it is valuable. Older pupils manage meetings very well and minutes are typed and ready for circulation shortly after a meeting has finished. There are suggestion boxes in each class and a wide range of issues are discussed, many involving playground procedures. Where suggestions are made, pupils feel that they are carefully considered by teaching staff and if they are not implemented they are given a clear reason why this is so by the deputy headteacher.
46. In lessons, pupils are given many opportunities to show initiative when working. Most noteworthy of these are the topic folders produced towards the end of each academic year. These are individually researched by the pupils and cover a range of subjects. Pupils are encouraged to apply the knowledge that they have been taught over the year to their own research and many do this very successfully. The quality of presentation is very good and the folders indicate a good level of understanding in subjects such as history and geography and very good attitudes towards learning.

WHAT COULD BE IMPROVED

Pupils in the present Year 3 made unsatisfactory progress in mathematics and science by the end of Year 2 and their attainment is below average.

47. The attainment of pupils in the present Year 3 is below average in mathematics and science and their progress over time is unsatisfactory. This is confirmed by pupils' achievements in National Curriculum tests at the end of Year 2. In these tests, pupils' attainment was well below average in mathematics when compared with all school and similar schools. In science, teacher assessments show that pupils' attainment was well below average when compared with all schools.
48. This year group contains a number of pupils identified as having special educational needs. However, this only partly explains why attainment is lower in this year group than in others and an analysis of data prepared by the local authority shows that a significant number of pupils did not make the expected progress between starting school and reaching the end of Year 2. In mathematics, 11 out of 28 pupils taking tests at the end of Year 2 made less progress than is normally expected given their attainment on starting school. In science, this figure rises to 13 out of 28 pupils.
49. The school acknowledges that this year group made unsatisfactory progress in Year 2 because they were taught by an inexperienced teacher. Additional support was given to the class and in English this helped to raise the level of achievement to satisfactory levels. However, the support offered in mathematics and science had less impact on learning and was insufficient to ensure satisfactory progress.
50. The school has set challenging targets for what these pupils should achieve by the end of Year 3 and their progress has improved, especially in science where lower attaining pupils are given good support by the class teacher. However, in mathematics, support is less consistent and pupils' attainment and progress remains a cause for concern, with a higher than average number of pupils still working at lower than expected levels in class. For example, about 25% of pupils have a very limited understanding of 'place value' and they lack confidence when adding anything but small numbers.
51. Teaching in mathematics still does not always meet the needs of lower attaining pupils. In one lesson, these pupils were given a task that was too difficult for them and they were unable to complete it. The level of support offered by the learning support assistant was limited and did not help the pupils to progress. In contrast, in a good science lesson, the class teacher worked with the group of lower attaining pupils, ensuring that they made good progress by carefully matching the task to their individual needs.
52. There is currently little additional support offered to this year group to help compensate for previous weaknesses in provision. This means that weaknesses in pupils' attainment are unlikely to be quickly rectified.

There are limited opportunities for pupils to improve their skills and knowledge in religious education and music.

53. The amount of time allocated to teaching English and mathematics is excessive and this limits the time available to teach some subjects. This is particularly evident in religious education and music.
54. Religious education has too low a profile on the curriculum with no lessons on the timetable in three classes during the inspection week. There is very little evidence of pupils writing about what they have learnt and examples of writing are often brief or unfinished. Pupils take less care over their work in religious education than they do in subjects such as geography and history.
55. The provision for music is not as good as at the time of the last inspection. The dedicated music room is now a shared area with information and communication technology and there is no longer an orchestra. The time allowed for teaching music is low and whilst pupils have sufficient opportunities to develop singing other aspects of the curriculum such as playing instruments, receive less attention. Some parents expressed concern about the lack of opportunities in music and the inspection evidence supports these concerns.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education provided members of staff and governors should,

- (1) Raise attainment in mathematics and science in Year 3.
- (2) Improve the balance of the curriculum by increasing the opportunities for pupils to improve their skills and knowledge in religious education and music.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	9	5	0	0	0
Percentage	0	13	56	31	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	202
Number of full-time pupils known to be eligible for free school meals	7
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	46
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	9
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	12	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	15
	Girls	11	12	10
	Total	27	27	25
Percentage of pupils at NC level 2 or above	School	93 (97)	93 (97)	86 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	11	11
	Girls	11	11	10
	Total	24	22	21
Percentage of pupils at NC level 2 or above	School	83 (97)	76 (97)	72 (90)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	19	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	7
	Girls	19	16	19
	Total	26	22	26
Percentage of pupils at NC level 4 or above	School	100 (93)	85 (89)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	5	7
	Girls	17	17	17
	Total	24	22	24
Percentage of pupils at NC level 4 or above	School	92 (85)	88 (89)	92 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	173
Any other minority ethnic group	0

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)	8.8
Number of pupils per qualified teacher	23
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	117

Qualified teachers and support staff: nursery

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

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	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.8
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	2	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
	£
Total income	424,372
Total expenditure	412,534
Expenditure per pupil	1,965
Balance brought forward from previous year	8,274
Balance carried forward to next year	20,112

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	202
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	41	2	1	0
My child is making good progress in school.	48	49	3	0	0
Behaviour in the school is good.	31	50	15	0	4
My child gets the right amount of work to do at home.	22	58	16	2	2
The teaching is good.	48	51	1	0	0
I am kept well informed about how my child is getting on.	38	50	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	60	38	2	0	0
The school expects my child to work hard and achieve his or her best.	43	57	0	0	0
The school works closely with parents.	38	55	7	0	0
The school is well led and managed.	53	32	7	0	8
The school is helping my child become mature and responsible.	45	51	4	0	0
The school provides an interesting range of activities outside lessons.	13	33	31	6	17