

INSPECTION REPORT

Stratford St. Mary Primary School

Stratford St. Mary, Colchester, Essex.

LEA area: Suffolk

Unique reference number: 124675

Headteacher: Mrs C Austin

Reporting inspector: Alan Andrews
6436

Dates of inspection: 24th – 25th June 2002

Inspection number: 197451

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Infant and Junior
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Strickmere Stratford St. Mary Colchester Essex
Postcode:	CO7 6YG
Telephone number:	01206 323236
Fax number:	n/a
Appropriate authority:	Governing Body
Name of chair of governors:	Helen Clover
Date of previous inspection:	15 th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Stratford St. Mary, in the south of the county of Suffolk, close to the Essex border. It is a smaller than average primary school with 88 children on roll aged four to eleven years. All children are admitted in the September after they are four. They attend part-time until the beginning of the term in which they are five when they become full-time. Overall, there are more boys than girls. In addition to Stratford St. Mary itself, the school's recognised catchment area includes the nearby villages of Higham, Holton St. Mary and Raydon. However, approximately 25% of the children come from outside the recognised catchment area and attend through parental choice. This is lower than at the time of the previous inspection. The children are arranged into four classes. These are, a mixed Foundation Stage and Year 1 class, a mixed Year 2 and 3 class, a mixed Year 4 and 5 class and a class with just Year 6 children. There are five teachers, including the headteacher. One of the teachers is part-time and shares a class with the headteacher who teaches Thursday and Friday of each week. Children come from mainly private housing. Attainment on entry is generally above that expected for their age. The percentage of children known to be eligible for free school meals is below the national average. The school has no children from ethnic minority backgrounds. There are no refugees or travellers' children. Currently, there are two children with English as an additional language, but no children are at an early stage of English language acquisition. The percentage of children identified as having special educational needs is well below the national average. There are no children with a statement of special educational need.

HOW GOOD THE SCHOOL IS

Stratford St. Mary is a largely effective school. The headteacher and staff promote a good climate for learning. Together with the governors they work successfully to raise standards. Programmes of work for the infant and junior children are rich and varied. Standards are good in English and mathematics and this represents a significant improvement since the last inspection. However, the children with special educational needs, though small in number, do not always make the progress they should. Overall, teaching is satisfactory. It is consistently very good in Year 6. Throughout the school, children's behaviour and attitudes to work are very good. Attendance levels are high. Parents are very supportive of the school, but a significant number have concerns about the way in which the school communicates with them. The school provides good value for money.

What the school does well

- Standards are good in English and mathematics at aged seven and eleven.
- The teaching of Year 6 children is consistently very good.
- The curriculum for the infant and junior children is rich and varied.
- Children's behaviour and attitudes to work are very good. Attendance levels are high.

What could be improved

- The progress of children with special educational needs.
- Communication with parents.

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 some important improvements, since the last inspection in 1997, that have led to much higher attainment. Most, but not all, of the key issues in the previous report have been dealt with successfully. National guidelines have been adopted in terms of the programmes of work for art and design. A new co-ordinator for the subject has been appointed since the last inspection. Scrutiny of children's work shows that attainment in the subject is now satisfactory with some good observational drawing. Teaching in the class of the youngest children has been monitored closely and tasks for improvement set. Close attention has been given to planning, classroom management and pace of lessons. Although one unsatisfactory lesson was observed, the overall quality of teaching is satisfactory. The school's curriculum planning and assessment and recording procedures are now good

and play an important part in the raising of standards. Particular attention is currently being given to formative assessment and how this might benefit the school.

Subject co-ordinators are given guidance about the monitoring of work, although more needs to be done to strengthen their role. Considerable attention has been given, successfully, to school development planning. Realistic objectives are set that include appropriate time scales. The governing body is aware of financial implications and monitors progress in achieving its targets with care. Efforts have been made to increase the level of information for parents, but concerns remain. A significant number are dissatisfied with the way that the school communicates with them.

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	D	A	A	A
mathematics	B	A*	A	A
science	C	B	A	B

Key

well above average A

above average B

average C

below average D

well below average E

Similar means schools with similar numbers of children, less than 8%, eligible for free school meals
A* top five percent nationally.

The school's cohorts of children taking the tests are small and care needs to be taken in the interpretation of its National Curriculum test results because there is likely to be variation from year to year. However, the table shows that in 2001 the school's results in national tests for eleven year olds in English, mathematics and science were well above the national average. In all three subjects, the percentage of children reaching the higher levels of achievement was above the national average. When compared to schools in a similar context, the 2001 results were well above average in English and mathematics and above average in science. Over the four year period 1998 to 2001 a high standard was maintained, although there was a dip in 1999. The mathematics results in 2000 were in the highest 5% nationally. The general picture is of a school doing really well, particularly for its brighter children.

The school's 2001 reading and mathematics results in national tests for children aged seven were well above the national average. Its results in writing were above the national average. In all three subject areas, the percentage of children reaching the higher levels of achievement was above the national average. When compared to similar schools in 2001, the results were well above average in reading and in line with the average in writing and mathematics. Over the four year period 1998 to 2001 there has been variation, but the trend has been up. Again, the general picture is of a school doing very well, particularly for its brighter children.

Lesson observations and scrutiny of the work of children in the current Years 2 and 6 show that standards in English and mathematics are slightly lower than previously, but still above average. This is due to the variation in cohorts and the school's targets for test results have rightly taken account of it. Most children at the Foundation Stage are on course to exceed the early learning goals by the age of five. However, the school's small number of children with special educational needs do not make the progress they should because insufficient account is taken of their individual targets for improvement in the planning and delivery of lessons.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Children work really hard and take a pride in their efforts.
Behaviour, in and out of classrooms	Very good. Children's very good response to teachers' high expectations of good behaviour means there is a calm, purposeful working atmosphere in school.
Personal development and relationships	Very good. Relationships are very good, children co-operate very well with one another. Children take on responsibilities in a sensible way.
Attendance	Very good attendance has a positive impact on achievement.

Children are eager to learn, listen attentively and participate enthusiastically in lessons. They sustain their concentration and are proud of what they do. They persevere when work is difficult or challenging. In group work they collaborate well. Parents say children like coming to school. The school works hard, successfully, to ensure high attendance.

TEACHING AND LEARNING

Teaching of pupils in:	Foundation Stage	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

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.

In lessons observed, 22% were very good, 14% were good, 57% were satisfactory and 7% were unsatisfactory. All the very good teaching was in Year 6. The daily literacy and numeracy lessons for children in Years 1 to 5 are taught satisfactorily. In Year 6, they are taught very effectively and this has a really positive impact on children's attainment. Throughout the infant and junior stages, children are taught to use literacy and numeracy skills well across the curriculum. Features of the very good teaching include the purposeful use of time and well-chosen activities that build systematically on what children already know. Teaching of the very youngest children is satisfactory overall. However, some unsatisfactory teaching was seen when tasks presented to the children were not challenging enough to move their learning forward. The school has a small number of children with special educational needs in Years 2 to 5. They work hard and are keen to please, but do not make as much progress as they should. This is because teachers take insufficient account of the targets for improvement set for them in their individual education plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory for the Foundation Stage. Good for the infant and junior stages because children engage in a rich and varied range of activities.
Provision for pupils with special educational needs	Unsatisfactory. Insufficient use is made of children's individual targets for improvement when planning and delivering lessons.
Provision for pupils with English as an additional language	The school has no children at an early stage of English language acquisition.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for children's personal development is good. Spiritual, moral, social and cultural development is promoted effectively in lessons, assemblies and at other times.
How well the school cares for its pupils	Good. Children's health and general welfare is catered for well.

Parents are very supportive of the school, but a significant number are not satisfied with the way that it communicates with them. In particular, they do not feel well informed about the work the children are to do. The school makes good provision for children's personal, social and health education. Daily assemblies make a valuable contribution to the life of the school. Courtesy and good manners are important and modelled well by staff. The curriculum is enlivened through the use of visitors and visits to places of interest. There is good provision for school clubs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher and key staff have raised standards successfully. There is a good, clear educational direction.
How well the governors fulfil their responsibilities	Governors are closely involved in the work of the school. They fulfil their responsibilities well.
The school's evaluation of its performance	Good. Appropriate analysis of the school's results enables it to take effective action to raise standards.
The strategic use of resources	Good. There is a clear view of priorities for development so that money is directed to raising standards.

Strengths in the leadership stem from, the headteacher's positive approach to the implementation of national initiatives, as well as an emphasis on high standards and quality in children's work. The headteacher and governing body work together well and the principles of best value are applied effectively. However, a significant number of parents do not feel that enough has been done to improve communication with them.

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 like school. • The friendly and supportive atmosphere. • The high standards of behaviour. • The good standards achieved. • Teaching is good. 	<ul style="list-style-type: none"> • Communications with parents. • The provision for children with special educational needs. • Information about progress. • Homework arrangements. • More activities outside lessons.

Inspectors agree with the first four positive views expressed by parents. Teaching is very good in Year 6 and satisfactory in the other classes. Inspection evidence indicates that there is a need for the school to improve communications with parents. Changes are needed in the arrangements for children with special educational needs so that they fulfil their full potential. Information provided about children's progress is helpful and the annual written reports to parents are good. Homework arrangements are clearly defined and the valuable support given by parents helps to raise standards. The school provides

a wide range of activities outside lessons, including school clubs for sports, music and art. Year 5 and 6 children take part in a residential visit in Kent.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are good in English and mathematics at aged seven and eleven.

1. The previous inspection in 1997 found that, at the end of both the infant and junior stages, most children reached average to above average standards in English. Since then, there have been significant improvements and the school's results in the 2001 national tests were well above average with brighter children doing particularly well. When compared to schools in a similar context the results for children aged eleven were also well above average. At aged seven, the results were well above average in reading and in line with the average in writing. The improvements have come about because of a determined approach to the raising of standards, together with the successful implementation of the national literacy initiative. Lesson observations and scrutiny of work show a slight drop this year, but children's overall attainment in English at both seven and eleven is still good.
2. Children at the Foundation Stage are on course to reach the early learning goals in communication, language and literacy by the age of five. They enjoy stories and most have made a sound start in acquiring early reading skills. They speak clearly and audibly in full sentences to visitors and adults. In whole class sessions, children listen attentively to their teacher. Many can write simple words that illustrate their growing understanding of the sounds letters make.
3. At both the infant and junior stages, most children are articulate. They listen attentively, answer questions sensibly and contribute well to class discussions, often using their own experiences to illustrate a particular point. Children are pleased to talk to visitors about their work and interests. They explain what they are doing clearly and show pride in their achievements. By the age of seven, many children are able to offer opinions and express preferences. An example of this was seen in a lesson in which children were confident enough to give their views about humorous poems. At aged eleven, most children have developed a wide vocabulary. For example, when considering some of the things they had done at school, they used words such as *rehearsal, production, fashioned* and *tournament*.
4. Children enjoy reading and listening to stories. Many read regularly at home and this helps them to improve. Infant children use letter sounds, illustrations and the context of the story to successfully work out new words. At aged seven and eleven, children's reading skills are good. Most show a clear understanding of main characters and story lines. Some older children read particularly well and with real expression. Their knowledge of authors is good. One child talked sensibly about the work she had done on *Shakespeare* and *A Midsummer Night's Dream*.

5. Children's writing skills are good at ages seven and eleven. Most infant children's understanding of basic sentence structure, including the use of capital letters and full stops, is developing well. Children write for a range of purposes and know how to sequence events in the right order. Junior children show a growing understanding of grammatical structure. Appropriate attention is given to spelling and many children use dictionaries competently. Work is set out well and handwriting is generally of a good standard. There are examples of imaginative thinking and writing. For example, when describing the *Underworld* a Year 6 child wrote, *The boy was astonished by the sight of the underworld, gold stalagmites and stalactites, a liquid pool of silver with gargoyles surrounding it.*
6. Standards in mathematics have risen sharply since the last inspection, and the school's thorough implementation of the national numeracy initiative has given an added impetus to this improvement. Standards at aged seven and eleven are now good. The school's results in national tests in 2001 showed that the percentage of children reaching the expected standard at the age of eleven was well above the national average. This was also the case for the seven year olds. Standards compared very favourably with schools in a similar context.
7. By the age of five, most children understand the notion of *more* and *less*, can count to ten and recognise the written form of some numbers. Using cards with pictures of different sets of objects, they can select the correct cards to show a given number up to eight. Some can combine two or more cards to show the correct number. Their achievements are ahead of national expectations for children at this stage.
8. By the age of seven, children have covered a wide range of mathematics learning. Lesson observations and scrutiny of their recent work show that they have a good knowledge of numbers up to 100, and can use the four rules of addition, subtraction, multiplication and division correctly in most instances with small numbers. Brighter children understand that multiplication can be seen as a process of repeated addition and they can use their knowledge of number patterns, such as even and odd, to speed up mental calculations. They recognise and describe common two-dimensional shapes and can construct and interpret simple graphs of data, such as their favourite pets.
9. By the age of eleven, the children have a confident knowledge of the four rules of number, generally know their tables well, can work in decimal fractions, and understand the principles of ratio and proportion. Some of the brighter children can calculate percentages. They are at ease with most metric and imperial measures, and can select the appropriate units to use in measuring, for example, the capacity of a bath, a bucket and a teaspoon. They construct and interpret tally charts, frequency tables and graphs, as well as pie charts, effectively using data they collect and organise themselves.

The teaching of Year 6 children is consistently very good.

10. Observation of literacy and numeracy lessons for Year 6 children shows teaching is consistently very good and illustrates why many of them acquire knowledge and skills in these subjects quickly. Scrutiny of children's past work, in Year 6, also shows really good teaching over time and this has enabled them to make very good progress. Features of this very good teaching include:
- very good knowledge of the children and their interests that helps create a positive and harmonious learning environment;
 - very good lesson preparation so that children can settle quickly to work;
 - secure subject knowledge and clear explanations to the children about what they are going to do and why;
 - well chosen activities that build effectively on children's previous learning. This ensures that they gain skills, knowledge and understanding in a systematic way. An example of this was seen when children applied their knowledge of data collection to solve mathematical problems and make graphs;
 - high expectations that children behave well, sustain their interest and work happily together. This teaches children to be productive, make important decisions about their work and take pride in presenting it well;
 - very good use of questioning to assess children's understanding as well as challenge their thinking;
 - good on-going support during written work to ensure that children know what they need to do to improve;
 - good opportunities for children to contribute their ideas to discussions. This helps extend their vocabulary and develops their use of spoken language;
 - very good relationships with the children so that there is fun and humour in learning;
 - good use of time so that lessons have pace and a real sense of purpose.
11. Programmes of work for children in the Year 6 class enable them all to experience success. Praise and encouragement is used effectively to motivate them and they respond positively. Appropriate attention is given to individual needs and children's creative and intellectual development is good. Currently, the class has no children with special educational needs, but brighter children are challenged and extended well.

The curriculum for the infant and junior children is rich and varied.

12. The quality of the learning programmes for the infant and junior children has improved significantly since the last inspection. In particular, teachers' planning of work for the children at that time, was too imprecise. It often failed to make clear what learning was to be sought in each lesson. As a consequence, it did not cater well enough for the range of ages and abilities in each class. This became a key issue for action. The school has responded very energetically to this shortcoming and planning is now good. Annual, half-termly and weekly plans identify more sharply what is to be learned and how the varied needs of different children in the class will be met. The school's rigorous use of the planning procedures recommended in the national strategies for literacy and numeracy has also added purpose and direction to work in these subjects.
13. The present work programme is a rich and varied one. Good use is made of the attractive and well set out grounds to enhance children's learning. In addition to the subjects required within the National Curriculum, there is good provision for children's personal, social and health education. It manages sex education and education about

harmful substances sensitively, often working with other local schools to develop common approaches. The school has already begun to implement a programme of citizenship education in advance of national guidance. Staff and governors have been involved in training in education for racial harmony and an agreed policy is being introduced.

14. The literacy and numeracy hours are taught according to the national recommendations, ensuring that children progress well in both subjects and achieve good standards.
15. Children's learning is often brought to life by the contributions of visitors to school and by class visits to places of educational interest. During the recent *Golden Jubilee* celebrations, for example, elderly local people visited the school to share with the children their recollections of the coronation. Art and theatre days have been put on, and a day when children lived as Tudors enriched children's history studies of this period. An *Africa Day*, and a demonstration of Indian cooking have added an international perspective to the work programme. During the period of the inspection, a parent talked to the older children about Judaism. She showed them a range of artefacts and explained why they were important. They used much of what they learned later, when presenting an assembly to the whole school.
16. Children are taught to act kindly towards each other and also learn that they have responsibilities in the wider community. Each year they plan, prepare and run a major fund-raising fete for *Children in Need*.
17. Club activities vary over time, according to the availability of adult skills and facilities. At present, there are opportunities for tennis, football, cricket, rounders, art and cycling proficiency. Children can also learn to play the recorder. This is good provision for a small school with very limited staff resources.
18. The school has made good links with its local community and its partner schools. Children have collaborated with the local *Women's Royal Voluntary Service* branch in collecting and distributing harvest gifts and with the church in making a *Millennium banner*. They made attractive *Jubilee books* in school and photocopied them to give to the elderly people, who had visited school, to share their memories. The school participates in a *pyramid* arrangement with local primary schools and its main comprehensive high school. This arrangement works well, allowing children increasing access to some of the specialist resources and staff of the secondary school. It facilitates the drafting of new policies, for example in drugs education, that would otherwise be onerous for such a small staff. These links also allow combined educational and cultural opportunities that might otherwise be too expensive. When the number of children in Year 6 is low, the school's annual residential study trip is shared with other local small schools. Currently, however, the large size of the class enables the school to fill available spaces on its own. This annual trip makes an important contribution to the children's social development, as they experience community living away from home, often for the first time.
19. Overall, the lively curriculum provided motivates the children, helps them see the relevance of their learning and promotes high standards of achievement, attitude and behaviour.

**Children's attitudes and behaviour are very good.
Attendance levels are high.**

20. Children enjoy coming to school and have very good attitudes towards their work. They concentrate hard and consistently do their best. Most show high levels of perseverance when tasks are difficult and challenging. This has a positive impact on their learning and helps to raise standards. During lessons, children listen attentively and are keen to answer questions and to contribute to whole class discussions, which they do successfully. Written and practical tasks are undertaken with care and enthusiasm. There is a high degree of co-operation when children work in small groups. Children benefit by sharing ideas, equipment and responsibilities. An impressive feature is that older children are encouraged to undertake independent learning. A good example of this was seen in the extensive research undertaken by Year 3 and 4 children, in history, to identify changes since 1948 in items such as transport and shopping. Children take considerable pride in their work and in the way it is presented.
21. High standards of behaviour are seen consistently during lessons and as children move in and around the school. This means there is a calm, purposeful atmosphere in school and parents are justifiably pleased about this. Children are familiar with the school rules and respond well to instructions from teachers and other staff. They are polite, helpful to visitors and well mannered in the dining hall. Behaviour is very good in the playground and field and children are able to enjoy the many play facilities provided. Procedures ensuring the orderly movement of children around the school, for example to and from the hall, are very good. The school's property and resources are treated with respect. Very few instances of bullying arise and when this does occur such incidents are dealt with fairly and quickly. There were no exclusions last year.
22. Attendance is very good. Overall attendance last year was 96% and that was well above the national average for primary schools. There were no unauthorised absences. Children arrive punctually each morning and good use is made of the available time throughout the school day. Lessons start and finish on time and registers meet statutory requirements.

WHAT COULD BE IMPROVED

The progress of children with special educational needs.

23. The school has a small number of children with special educational needs. Its procedures for identifying such children are satisfactory. Emphasis is rightly placed on doing this as early as possible. Currently, it has no children with a statement of

special educational need. The previous inspection found that children with special educational needs made sound progress, but some parents are concerned that this is not now the case.

24. The special educational needs co-ordinator was appointed to this responsibility at the beginning of this academic year. Previously, this responsibility was undertaken by the headteacher. The new co-ordinator is a very good class teacher. She is enthusiastic and determined to fulfil the role effectively. She liaises with outside agencies and with the local authority advisory service. Such links benefit the children. She also attends local meetings of teachers with a special educational needs responsibility and this too is helpful. However, the special educational needs co-ordinator has a full-time class teaching commitment. She liaises with other members of staff, but does not see their lesson plans or observe them teaching. This makes it difficult for her to monitor the progress children make. Teaching assistants play an important part in supporting the children with special educational needs, but the co-ordinator does not meet with them regularly nor is she involved in their training.
25. Lesson observations show that all the teachers know their children well. They ensure that those with special educational needs are enabled to play a full part in the life of the school. Relationships are very good and the children are keen to please and to do their best. The special educational needs co-ordinator writes the individual education plans for the children and liaises closely with class teachers when doing so. The plans are written well with clear and precise targets that are realistic for the children to reach. However, support for the children relies heavily on the programmes of work provided by class teachers. Lesson observations and scrutiny of children's work over time shows that teachers do not take sufficient account of the targets for improvement set out in the individual education plans when preparing and delivering lessons. This means that some children do not make the progress they should and parents are right to be concerned about this.

Communication with parents.

26. The level of parental satisfaction has fallen since the last inspection. Over one third of those parents replying to the questionnaire do not feel that the school works closely enough with them. Comments made at the parents' meeting and in the questionnaires indicate that the main concerns relate to communication. A significant number of parents feel they are not sufficiently well informed about what the school is doing. Inspection evidence indicates they are right to be concerned about this.
27. Parents are very supportive of the school and are keen to see their child do well. Several undertake voluntary work, such as helping with reading and other activities. They also help with transport to sports fixtures, attend concerts and support other events. The parent teachers' association organises a full programme of fund-raising events and social activities that are supported well by parents.
28. There are several strong features about some of the information provided to parents. The prospectus and the governors' annual report provide helpful details about the school. Parents are encouraged to raise any individual concerns by informal discussions with teachers and staff. Most find that this arrangement is extremely helpful, but a few are disappointed about the outcome of their representation to senior

management. Parents are usually advised well about their child's progress through consultation meetings with teachers and in good quality annual written reports. Homework arrangements are clearly explained in an advice note for parents and this makes an important contribution to the work that children undertake at home.

29. A key issue in the previous inspection was to increase the level of information to parents. Much has been done, but there are still several weaknesses in communication as follows:
- parents are not advised about the main curriculum areas to be studied. Although such arrangements were introduced in response to a key issue in the last inspection, the practice was discontinued about two years ago. Many parents want such information. They feel, understandably, that it can be very helpful to them in supporting the work that their child is undertaking in school;
 - there are no arrangements, currently, for parents of children with special educational needs to meet with the special educational needs co-ordinator to review progress and discuss targets in the individual education plans. This is particularly important in enabling parents to support their child at home;
 - the quality of information in newsletters could be improved and rationalised. Information about forthcoming events and topical issues are set out in letters from the headteacher or class teacher. In addition, during recent weeks, a volunteer parent has produced a *Stratford Newsletter* for other interested parents.
30. The school aims to achieve a generally welcoming and *open-door* approach. Overall, however, it has not managed to satisfy a significant number of parents in terms of its communication with them.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. The headteacher, governors and staff should build on the strengths of the school to:
- (1) raise the level of progress made by children with special educational needs;
Paragraphs: 23-25;
 - (2) improve communication with parents;
Paragraphs: 26-30.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	5

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	2	8	1	0	0
Percentage	0%	22%	14%	57%	7%	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 7percentage 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)	88
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	5

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	3.9

Unauthorised absence

	%
School data	0

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	5	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	8
	Girls	5	5	5
	Total	12	12	13
Percentage of pupils at NC level 2 or above	School	92 (67)	92 (67)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	7
	Girls	5	5	5
	Total	12	13	12
Percentage of pupils at NC level 2 or above	School	92 (67)	100 (100)	92 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	8	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	8	8	8
	Total	17	17	17
Percentage of pupils at NC level 4 or above	School	100 (95)	100 (95)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	8	8	8
	Total	17	17	17
Percentage of pupils at NC level 4 or above	School	100 (90)	100 (95)	100 (95)
	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	74
Any other minority ethnic group	2

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)	4.6
Number of pupils per qualified teacher	19.1
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	39

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	0	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	2001 - 2002
	£
Total income	231,692
Total expenditure	234,528
Expenditure per pupil	2,666
Balance brought forward from previous year	18,920
Balance carried forward to next year	16,084

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	88
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	57	2	0	0
My child is making good progress in school.	29	54	7	3	7
Behaviour in the school is good.	41	52	0	0	7
My child gets the right amount of work to do at home.	24	40	26	5	5
The teaching is good.	33	67	0	0	0
I am kept well informed about how my child is getting on.	26	40	29	5	0
I would feel comfortable about approaching the school with questions or a problem.	53	33	14	0	0
The school expects my child to work hard and achieve his or her best.	24	59	7	0	10
The school works closely with parents.	22	38	26	14	0
The school is well led and managed.	25	51	10	7	7
The school is helping my child become mature and responsible.	31	55	7	0	7
The school provides an interesting range of activities outside lessons.	19	46	10	15	10