

INSPECTION REPORT

BUCKLAND NEWTON SCHOOL

Dorchester, Dorset

LEA area: Dorset

Unique reference number: 113776

Headteacher: Ms C Harris

Reporting inspector: David Westall
2414

Dates of inspection: 13 - 14 November 2000

Inspection number: 224749

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Postcode:	DT2 7BY
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Janis Hill
Date of previous inspection:	September 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

There are 114 pupils on roll, including 16 pupils who are under five and attend the school on a part-time basis. The percentage of pupils known to be eligible for free school meals is well below the national average in the current year but was broadly average in the last academic year. No pupils speak English as an additional language. The percentage of pupils on the school's register of special educational needs is above the national average but no pupils have Statements of Special Educational Need. On entry to the school, there is considerable variation in children's attainment but, overall, it is broadly average.

HOW GOOD THE SCHOOL IS

This is a good school, which is well led by the headteacher. It is forward looking and benefits from highly committed staff. Pupils make good overall progress in their learning in English and mathematics as a result of teaching that is mainly good and is never less than satisfactory. Pupils with special educational needs are well catered for; and the school is a caring community where pupils have positive attitudes to learning. The school makes effective provision for pupils' personal development, and pupils' behaviour is very good. There are some weaknesses in provision for the youngest children, and the school development plan needs to extend over a longer period. Overall, however, the school's strengths greatly outweigh its weaknesses, and it provides good value for money.

What the school does well

- Pupils achieve well in English and mathematics as a result of effective teaching.
- The headteacher provides good leadership and manages the school well.
- Pupils have positive attitudes to school and are very well behaved.
- The school makes very good provision for pupils' moral and social development, and good provision for their cultural development.
- Good support is provided for pupils with special educational needs.
- The school is a caring community where pupils' welfare is given a high priority.

What could be improved

- The school development plan needs to be extended to include more outline planning beyond April 2001.
- The planning for reception children does not always take enough account of their needs, and the provision for their physical development requires improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This school has made good progress in addressing most of the weaknesses identified in the last OFSTED inspection, in 1996, and it is now a better school. No unsatisfactory teaching was observed in the current inspection, but about one in every ten lessons were unsatisfactory in 1996. Procedures for monitoring the school's performance have been improved, and pupils with special educational needs now have full access to the curriculum and are well catered for in lessons. Multi-cultural education now has a stronger emphasis in the curriculum, and contributes to the good provision for pupils' cultural education which is currently evident in the school. The last inspection identified the need to improve planning for the under-fives, and for pupils in Key Stage 1. The school has successfully addressed the deficiencies in Key Stage 1, so that planning now takes appropriate account of the need for pupils to make continuous progress in all subjects of the National Curriculum. However,

planning for children who are under five, and for others in the Foundation Stage, still requires improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	B	A	B	well above average A above average B average C below average D well below average E
Mathematics	B	A	A	A	
Science	C	A	B	C	

The table shows that the school's results in English at the end of Key Stage 2 in 2000, were well above the national average and were above the results achieved by similar schools. These results were an improvement on those achieved in 1999, and were very significantly better than 1998 results in English. Inspection findings broadly reflect the 2000 test results. They show that pupils are achieving well in English at the end of Key Stage 1 (in Year 2) as well as at the end of Key Stage 2 (in Year 6).

In mathematics, the 2000 test results were well above the national average and also well above the results achieved by similar schools. The 1999 results were an improvement on those reached in 1998, and were also well above average. Inspection findings confirm that pupils achieve well in mathematics, across the school, and show that most demonstrate standards which are higher than those expected nationally, at the end of both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to school. They are keen to learn and enjoy coming to school. In all lessons, they listen attentively to their teachers and concentrate well on their tasks.
Behaviour, in and out of classrooms	Behaviour is very good, throughout the school day.
Personal development and relationships	Pupils form constructive relationships with teachers and with each other. They work together amicably on shared tasks, and respect each other's opinions. Pupils are very aware of the needs of others and this is reflected in their caring behaviour.
Attendance	Attendance is well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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 was satisfactory, or better, in all lessons observed; and was good, and occasionally very good, in 57 per cent of all lessons. Pupils in the mixed Year 1 and Year 2 class and those in Year 6 benefit from the most effective teaching, while teaching in Year 5 is good, overall. The teaching of children who are under five is broadly satisfactory. However, the planning for these pupils takes insufficient account of the national guidance provided for the Foundation Stage and children sometimes need more opportunities to learn through well-focused practical activities, as a consequence.

In Key Stages 1 and 2, the teaching is mainly good in English and mathematics, and enables pupils to make good progress in their learning, overall, in these subjects. Teachers have secure subject knowledge and make effective use of the national strategies for the development of pupils' literacy and numeracy skills. Their teaching is characterised by well planned lessons, skilful use of questions to probe pupils' understanding and good use of time. Teachers generally take care to create stimulating environments for their children, but there is scope for improvement in the Year 3 and 4 class and in reception.

Across the school, relationships between teachers and pupils are good, and effective support is provided for pupils with special educational needs. Pupils respond well to their teachers, listening attentively and concentrating on their tasks.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad range of learning experiences for its pupils, and statutory requirements are met. Sufficient time is allocated for literacy and numeracy and good use is usually made of this time. The curriculum for reception children, including for those who are under five, is satisfactory, overall. However, the planning for these children is sometimes too brief and generalised, and needs to take increased account of the national guidance about the Foundation Curriculum. Reception children do not have access to a secure outside play area to develop their physical skills, and this is a weakness in the school's provision.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good for pupils' moral and social development, good for their cultural development and sound for their spiritual development.
How well the school cares for its pupils	The school is a caring community, and pupils' welfare has a high priority.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has good leadership and management skills. She provides a clear sense of direction for the school, and analyses its performance rigorously. She promotes high standards and provides staff with a good role model through her commitment to school improvement. The headteacher has very positive relationships with the staff, and there is good team spirit in the school. The school development plan is well organised, and useful action plans show how individual tasks will be undertaken and evaluated. However, there is very little planning beyond spring 2001, and this is a weakness.
How well the governors fulfil their responsibilities	The school benefits from a committed governing body which makes a sound contribution to the leadership and management of the school. The governors with responsibility for literacy, numeracy and special educational needs take a keen interest in these areas. Statutory requirements are met.
The school's evaluation of its performance	The results of statutory and non-statutory tests are analysed carefully, and appropriate targets are set for improvements. The headteacher observes and evaluates quality of teaching, and provides valuable feedback to teachers which has a beneficial effect on their professional development. The senior teacher has also monitored teaching conscientiously, demonstrating sound evaluation skills. Samples of pupils' work in English and mathematics have been studied carefully to identify strengths and weaknesses in pupils' performances.
The strategic use of resources	The school budget is analysed rigorously, and financial planning is appropriately linked to the priorities in the school development plan. The governors debate expenditure thoroughly in order to obtain value for money. Overall, the school makes good use of its resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• They believe the school has high expectations for standards of work.• They believe the school is well led and managed.• They believe the children are very well behaved.• They believe that the teaching is good.• They believe the school is a caring community.	<ul style="list-style-type: none">• They would like more information about what is taught.• They feel that homework should be set to a more regular pattern.• They feel the school should work more closely with parents.

Inspection findings fully support parents' positive views. The school provides parents with useful written advice to help them support their children at home in English and mathematics, but there is scope for more information about what is to be taught, each term. Parents receive clear guidelines on the frequency and amount of homework to be set and these are generally followed. There is no evidence to support the view that the school does not work closely with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well in English and mathematics as a result of effective teaching.

(a) English

1. The teaching of English is mainly good, and is never less than sound. In the Year 1 and 2 class, and in Year 6, the subject is taught very well indeed. Teachers are well informed about subject requirements, generally have high expectations of what pupils should achieve and, most importantly, know how to help them to improve. The teaching of reading is particularly successful. Teachers communicate their own love of reading, so that most pupils develop a love of books and, as they develop their own interests and preferences, read widely. Teachers make sure that pupils are taught a wide range of strategies for decoding texts, and that they are equipped with the higher order reading skills they need to understand more challenging texts as they get older. They also give pupils ample opportunities to practise and develop various skills, and are particularly effective at showing pupils the links that exist between reading and writing. For example, pupils are taught to study texts, to analyse the qualities and techniques that contribute to the success of a piece of writing, and to use models and 'writing frames' to support their own efforts as writers. As a result of the combined efforts of staff, pupils of all abilities, including those with special educational needs, make good progress in English throughout their time in the school.
2. In the national English Statutory Assessment Tests (SATs) at the end of Key Stage 2 in 2000, the school's results were well above the national average, and were above those reached by similar schools. Inspection findings confirm there are high standards, overall, in reading, speaking and listening at the end of both key stages. Across the school, pupils listen well during discussions, respond to the ideas raised, and express their own views clearly and convincingly in spoken standard English. Using texts which are sometimes challenging for pupils of their ages, they read aloud fluently, accurately and with expression, observing the cues presented by punctuation and graphics. They clearly enjoy reading, talk knowledgeably about authors and ideas, and demonstrate the ability to infer hidden meanings as well as to grasp the literal sense of what they read. Older pupils are adept at reading for information, for example from reference books in the course of historical studies, and have learned to make succinct notes when relevant.
3. Standards of writing are also high, overall, at the end of both key stages. For example, by the end of Key Stage 1, the more able pupils and those of average ability produce well-structured pieces of writing which are, for the most part, technically accurate, and in which ideas are developed logically and with a clear understanding of the need for coherence in the writing as a whole. By the end of Key Stage 2, very high standards in writing are achieved by the most able pupils, while most others, relatively early in the academic year, are already achieving the standard expected of 11 year olds. Overall, they show good mastery of structure, form and genre, as well as of technical features such as spelling, punctuation and grammar. They are able to match the style of their writing to its intended purpose and audience. They know how to achieve particular effects, such as creating suspense, by varying the length and complexity of their sentences, choosing words carefully, and using particular literary devices and techniques.

4. In both key stages, a small but statistically significant number of pupils have special educational needs. These pupils make good progress in reading, speaking and listening, and in learning the various skills needed to produce effective writing. However, as might reasonably be expected, they sometimes find it difficult to apply, simultaneously, all the separate skills required to produce writing which is both technically accurate and interesting in terms of content and ideas. For this reason, in spite of the good progress they are undoubtedly making, their work tends to fall short of the national standards at the end of both key stages.

(b) Mathematics

5. The results of the 1999 Key Stage 1 statutory tests were well above the national average and were well above the results achieved by similar schools. The 2000 results were broadly in line with the national average, but were below the results of similar schools. The fall in standards in 2000 resulted from the relatively high proportion of pupils with learning difficulties in the small cohort of 11 pupils; and there is no evidence to suggest it reflected underachievement by pupils or deficiencies in the teaching. Inspection findings are considerably more favourable than the 2000 results and show that the standards achieved by the current Year 2 class are mainly above average. Most Year 2 pupils can add or subtract multiples of ten from two digit numbers and have a secure grasp of place value. They are able to measure the length of mathematical shapes accurately, to the nearest centimetre. Pupils recognise and appreciate the value of all coins, and most demonstrate good mental skills when solving addition or subtraction problems using money.
6. The results of the statutory tests in Key Stage 2 in 2000 were well above the national average and were well above the results of similar schools. The school has achieved mainly very good, and otherwise good, results in mathematics over the last four years at the end of Key Stage 2. Inspection findings show that this consistency is reflected in the work of the current Year 6 class, which is mainly above average in mathematics. Most Year 6 pupils have a good understanding of the properties of two-dimensional shapes. They identify acute, obtuse and reflex angles, and use protractors accurately. They convert improper fractions into mixed numbers and make good progress when learning about percentages. The more able pupils can readily calculate two fifths as the equivalent of 40 per cent and demonstrate good skills when dividing whole numbers or numbers with up to two decimal points. They can sequence decimals in ascending order (for example, 12.03, 13.20, 20.02, 20.3 and 21.01) and know that the eight digit in 57.98 represents eight hundredths of a whole.
7. In relation to their starting points on entry to the school, pupils make good overall progress in mathematics in both key stages. This results from the effective teaching they receive. Teachers plan their lessons carefully, and are making good use of the framework provided by the National Numeracy Strategy. Lessons begin with well-focused mental and oral activities which target individuals, pairs or small groups with particular questions. These introductions capture pupils' interest, and they respond well to the brisk pace set by their teachers. The main activity in lessons is well organised, and teachers ensure that pupils have a clear understanding of what they are to learn. Teachers have secure subject knowledge and introduce and reinforce well the use of mathematical vocabulary. Pupils are given ample opportunities to explain their calculation methods and solutions to problems; and plenary sessions are used effectively to evaluate what has been learned. The teaching is particularly good in the Year 1 and 2 class and in Year 6, where teachers' expectations for pupils are very high, and skilful questions are used to probe pupils' understanding.

The headteacher provides good leadership and manages the school well.

8. The headteacher has good leadership and management skills. She provides a clear sense of direction for the school, and analyses its performance rigorously. The headteacher develops constructive relationships with parents, and the parents' questionnaire returns are mainly very positive about the leadership and management of the school. She promotes high standards and provides staff with a good role model through her commitment to school improvement. The headteacher monitors the quality of teaching through well-focused observations of English and mathematics lessons, across the school. She provides teachers with valuable feedback, clearly identifying areas for further development, as well as recognising and praising their good work. The headteacher also analyses samples of pupils' work in English and mathematics, and acts to address any areas of weakness which are identified. Overall, the headteacher's monitoring procedures provide her with a good overview of the school's achievements, and she uses the information she gathers effectively to raise standards further. The headteacher has good inter-personal skills and successfully encourages teamwork among staff. Her strong commitment, energy and clear thinking contribute significantly to the success of the school.

Pupils have positive attitudes to school and are very well behaved.

9. Pupils are polite and behave well at all times. Almost all pupils bring with them from their homes a strong sense of right and wrong, good manners and caring attitudes. The school is fortunate in being able to build on this secure foundation. A very calm, orderly atmosphere prevails, and pupils move around quietly and purposefully. They carry out any duties or roles assigned to them responsibly and conscientiously, and are quick to anticipate others' needs, for example by holding doors open or by standing aside. Pupils show respect for their teachers, for their peers, and for younger pupils. They work together constructively, whenever required to do so, and support one another well in the classroom. A particularly strong feature of the relationships in the school is the closeness between older and younger pupils who are so visibly happy and at ease in each other's company. Older and younger pupils sit together quietly and companionably in 'family' groups during assemblies, while 'visits' to classes by older or younger pupils also occur in the course of lessons. For example, two reception children joined Year 5 to test out the older pupils' written instructions for cleaning teeth.
10. All staff have high expectations of pupils' behaviour, and good work habits are well established. Pupils listen attentively, raise their hands politely to answer questions, take turns when necessary, and respond to instructions with a minimum of fuss. They are relaxed enough in their teachers' company to raise their own comments on proceedings, venture opinions and take risks with their work. They know that they are valued as individuals, and they know that getting something 'wrong' is merely a part of the learning process. They can be trusted to work independently, for example in group work during the literacy hour, and settle quickly to their tasks, trying to apply any previous knowledge or acquired skills. This kind of engagement with learning has a very positive impact on their work and, ultimately, on the standards they achieve. Whatever their capabilities, the pupils try hard to give of their best and respond positively, at all times, to the efforts made by others.

The school makes very good provision for pupils' moral and social development, and good provision for their cultural development.

11. The school has a very strong moral and social ethos which is underpinned by the Christian faith. It builds successfully on the strong moral foundation in pupils' home lives and strongly promotes personal responsibility. Pupils are required to reflect on their own rights and responsibilities, and to take good account of the welfare and rights of others. They are taught to consider suitable 'rules for life', and they are actively involved in drawing up classroom rules to guide their day-to-day behaviour. No bullying or other oppressive behaviour is tolerated, but enlightened methods are used to counter inappropriate actions. For example, pupils are required to consider situations or tensions that arise in the normal course of events, to discuss overtly the impact of their behaviour on others, and to recognise 'the other' point of view. They are asked to consider what caused them to behave the way they did, whether such an event is likely to happen again, and what sanction might prove to be most effective. Pupils are taught about right and wrong through the realities of daily life, through issues raised in assemblies and religious education lessons, and through a well-structured programme of personal, social and health education.
12. The fact that pupils are regularly consulted about many practical and organisational issues affecting their lives in school enhances their status and raises their self-esteem. In academic terms, their self-esteem is also successfully promoted through achievement and through their own awareness of their learning. For example, they are encouraged to understand the weaknesses as well as the strengths in their work at any time, and to address these weaknesses quite consciously. Such expectations give pupils a sense of their own value, and a belief in their own abilities to bring about change through their own efforts. On a wider front, they are given every opportunity to develop a strong sense of social responsibility. They are encouraged to look after those younger or weaker than themselves, to value all as equals, and to help others to lead happy, fulfilled lives. For example, they are put 'in charge' of younger pupils during assemblies, encouraged to raise funds for various national and local charities, and are involved actively in many social events within the community. They are encouraged to participate in extra-curricular clubs and in various sporting and musical activities which require them to work within larger groups and teams, sometimes involving pupils from other schools. Pupils in Years 5 and 6 are given opportunities to take part in planned residential visits. In lessons, teachers frequently plan work which ensures that pupils work co-operatively or collaboratively with others. An environmental garden provides opportunities for pupils to develop a sense of responsibility for the care of the environment, a theme which is also promoted through community links with the local 'footpaths officer'. Economic responsibility is taught effectively through practical activities : for example, pupils shop 'on a budget' in a local supermarket before using their culinary skills to cook a meal based on their purchases.
13. The school makes good provision for pupils' cultural development. Subjects such as art, English and music make a general contribution to this aspect of pupils' development, and visits to places of cultural, geographic and historical interest extend pupils' appreciation of other times and other places. Pupils have opportunities to engage in a variety of extra-curricular activities including music, drama and sports; and visiting artists, musicians and theatre groups bring enrichment to the regular curriculum. Since the last OFSTED inspection, the school has been particularly concerned to address criticisms made about its provision for raising pupils' multi-cultural awareness. All teachers now include the multi-cultural dimension of pupils' education in their planning and teaching, for example through the use of literature, art

and music from a range of cultural traditions. Shortly before the inspection, the school had benefited from housing an extensive exhibition about Ghana. Pupils had enjoyed examining the qualities of the musical instruments on display, and had explored, in their own work, the patterns and motifs used in the textiles they had seen. After the exhibition, pupils throughout the school combined their skills to present an 'African Show', featuring dance, singing, chanting and drama. In a separate initiative, some pupils formed 'pen' friendships with pupils in a school in Ibadan, Nigeria, and exchanged letters about their lives and about their different schools. Teachers from Thailand and Uganda have visited the school on separate occasions to talk about their experiences in those countries and to answer pupils' questions. In addition, in connection with their study of Islam in religious education, pupils have been visited by the Imam from the Bournemouth mosque. The school's resources have been augmented to include books, musical instruments and other artefacts which reflect multi-cultural diversity, and these are being used to good effect.

Good support is provided for pupils with special educational needs.

14. Pupils with special educational needs are supported well. Wherever possible, their individual learning needs are identified early, and from that point on the school does all it can to help them make good progress. The headteacher, the special educational needs co-ordinator (SENCO) and the learning support assistant trained in special educational needs form an effective team which works in the best interests of the pupils. Class teachers are fully aware of the special educational needs of pupils in their charge and, when necessary, plan work matched to their specific needs, for example during the literacy and numeracy hours. In some instances, tailored programmes are devised for small groups of pupils or for individuals, and pupils are then withdrawn occasionally from their classes to work on the specific targets in their individual action plans. At the time of the last OFSTED inspection, this practice was criticised. The school has addressed the points raised and now ensures that no pupil has a restricted curriculum as a result of 'time out.' Indeed, all teachers ensure that pupils with special educational needs play a full part in all activities: they are involved in discussions, frequently contribute to lessons by showing or talking about what they have learned, and are encouraged to take pride in their achievements. At the same time, they are taught to acknowledge any difficulties they are experiencing in their learning and, with support, to work to overcome them. Whether in classes, in groups or in one-to-one learning situations, they are encouraged to develop self-esteem and to recognise their own talents. They are supported in their endeavours not only by those who teach them but also by the pupils who learn alongside them and by their parents, who willingly reinforce the school's work by providing additional, complementary support at home.

The school is a caring community where pupils' welfare is given a high priority.

15. The school lives up to its aims of promoting the awareness of self-esteem, the development of good relationships and a sense of community. Relationships are based on mutual care and respect, and there is a high commitment by staff to meet pupils' pastoral needs. All adults know the pupils well and are always alert to their concerns, particularly in relation to child protection issues. Pupils receive sensitive help from teachers, and one learning support assistant has specifically trained to support pupils who experience emotional or social problems. The school successfully promotes high standards of behaviour and deals fairly and effectively with the occasional incident of bullying. Older pupils enjoy helping younger ones to settle in to school life by looking after them in assemblies and at playtimes. The

carefully planned programme for personal and social education ensures pupils learn about issues affecting their personal safety, including hazards on farms.

WHAT COULD BE IMPROVED

The school development plan needs to be extended to include more outline planning beyond April 2001.

16. The school development plan identifies relevant issues to be addressed until April 2001. It provides appropriate details about the tasks to be undertaken, including their costs and success criteria. However, there are no specific references to priorities after April 2001, except for a list of curriculum subjects which are to be reviewed at some stage after this date. This is a weakness in the plan, which should provide evidence of strategic planning over a longer period, in sensible outline.

The planning for reception children does not always take enough account of their needs, and the provision for their physical development requires improvement.

17. The last inspection, in 1996, identified weaknesses in the teaching of children who were under five, resulting from inadequate planning for these children. Insufficient account was taken of the national guidance, including the expected learning outcomes, for under-fives. Current inspection findings show that, overall, the teaching of children in the Foundation Stage is broadly satisfactory, and children receive sound instruction in the basic skills of literacy and numeracy. However, weaknesses still exist, and they stem from the continued lack of rigour in planning for some aspects of children's development. Lessons do not always have clear learning intentions, and the youngest children are sometimes inactive for too long. Planning rarely refers to the particular needs of individuals or groups within the class. Overall, the planning is too brief and generalised, and takes little account of the recently published guidance about the Foundation Stage. The classroom environment also reflects the need for more careful consideration of young children's learning. While it is satisfactorily organised, it does not provide a stimulating learning environment, and there is little that has been set up to promote pupils' learning from the close examination of natural and made materials, or to excite their interest in books, or to encourage them to engage in constructive play activities.
18. Children in the Foundation Stage do not have sufficient opportunities to develop their physical skills by using large toys and apparatus in a secure outside area, and this is an additional weakness in the school's provision for its youngest children.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. In order to improve long-term strategic planning and the provision for children in the Foundation Stage, the school should address the following issues in its post-inspection action plan:
- improve long-term strategic planning by augmenting the current one year plan with outline planning for at least a further year;
 - improve the provision made for children in the reception class by:
 - (a) ensuring that work is planned more rigorously to promote specially identified elements of their learning, including through well-focused practical activities, to reflect the national guidance for the Foundation Stage curriculum;
 - (b) providing a richer and more stimulating classroom environment;
 - (c) taking steps to improve the opportunities these children have to develop their physical skills.

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	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	43	43	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)	n/a	114
Number of full-time pupils eligible for free school meals	n/a	11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	0
Number of pupils on the school's special educational needs register	n/a	31

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	2
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	5	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	3	4
	Girls	6	5	5
	Total	9	8	9
Percentage of pupils at NC level 2 or above	School	82 (93)	73 (79)	82 (93)
	National	88 (82)	89 (83)	91 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	4	3
	Girls	5	6	5
	Total	8	10	8
Percentage of pupils at NC level 2 or above	School	73 (86)	91 (100)	73 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	3	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	3
	Girls	8	7	8
	Total	11	10	11
Percentage of pupils at NC level 4 or above	School	92 (89)	83 (95)	92 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	3	3
	Girls	8	8	8
	Total	9	11	11
Percentage of pupils at NC level 4 or above	School	75 (84)	92 (84)	92 (95)
	National	70 (68)	72 (69)	79 (75)

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	90
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.8
Number of pupils per qualified teacher	17.9
Average class size	20.8

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	83

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	218,379
Total expenditure	203,880
Expenditure per pupil	1,821
Balance brought forward from previous year	20,148
Balance carried forward to next year	34,647

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	114
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	41	2	0	0
My child is making good progress in school.	41	41	8	2	8
Behaviour in the school is good.	49	41	0	0	10
My child gets the right amount of work to do at home.	36	46	10	3	5
The teaching is good.	41	51	2	0	7
I am kept well informed about how my child is getting on.	27	47	20	2	5
I would feel comfortable about approaching the school with questions or a problem.	56	32	8	2	2
The school expects my child to work hard and achieve his or her best.	58	39	0	2	2
The school works closely with parents.	25	56	12	2	5
The school is well led and managed.	56	36	7	0	2
The school is helping my child become mature and responsible.	41	47	2	0	10
The school provides an interesting range of activities outside lessons.	25	47	12	0	15