

INSPECTION REPORT

GROVE ROAD PRIMARY SCHOOL

Tring, Hertfordshire

LEA area: Hertfordshire

Unique reference number: 117341

Headteacher: Mr J Grubb

Reporting inspector: David Westall
2414

Dates of inspection: 25 - 26 September 2000

Inspection number: 224750

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Grove Road
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Appropriate authority: The governing body

Name of chair of governors: Mr Paul Noel

Date of previous inspection: 24/02/97

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

There are 429 pupils on roll, including 47 who currently attend the nursery class on a half time basis. The percentage of pupils known to be eligible for free school meals is well below the national average, and the percentage of pupils on the school's register of special educational needs is below the national average. Four pupils have Statements of Special Educational Need. On entry to the school, there is considerable variation in children's attainment but, overall, it is above average.

HOW GOOD THE SCHOOL IS

Overall, this is a sound school. It has a number of the features associated with a good school, including conscientious staff with effective teaching skills, positive attitudes from pupils and good provision for pupils' personal development. However, there are weaknesses in the school's management systems which restrict the achievements of both teachers and pupils. This is recognised by the very recently appointed headteacher who has already identified relevant areas for improvement. Overall, the school provides satisfactory value for money.

What the school does well

- Pupils achieve good standards in English, as a result of effective teaching.
- Pupils behave very well and have positive attitudes towards their work.
- The management of special educational needs is good.
- The school makes good provision for pupils' moral, social and cultural development.

What could be improved

- Methods for checking the quality of teaching and pupils' standards, need to be improved.
- Standards in mathematics are not as high as they should be, mainly because insufficient attention is given to teaching some important mathematical skills.
- The school development plan is too generalised to provide a clear sense of direction for the school, and includes insufficient long-term planning.
- The annual reports for Key Stage 1 pupils are unsatisfactory, and do not meet statutory requirements.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The overall quality of teaching has improved since the last inspection, when 11 per cent of all lessons were unsatisfactory. In the current inspection, no unsatisfactory teaching was observed. Since the last inspection, the school has ensured that policies and schemes of work are in place for all subjects. Insufficient evidence is available to judge whether curriculum planning now enables pupils to make systematic progress in all subjects. However, effective planning enables pupils to make good overall progress in English, while weaknesses in mathematics planning mean pupils make unsatisfactory progress in some elements of their work. The last inspection found that better use needed to be made of accommodation for pupils in the younger half of the school; and the school has successfully addressed this issue. The inspection also identified the need for an equal opportunities policy to enable the school to improve particular elements of its practice. While the specific weaknesses in the school's practice have been rectified, there is still no written policy. The governors ensure that annual reports to parents contain information about pupils' attendance,

which was lacking in 1997; and evidence suggests pupils now experience a satisfactory range of learning opportunities in design and technology. The last inspection found that the school's systems for monitoring pupils' achievements needed to be established. While sound progress has been made in checking standards in English, monitoring procedures for other subjects still require improvement. Pupils' annual reports were unsatisfactory in the younger half of the school in 1997, and this is still the case. Overall, the school's progress since the last inspection is variable but just adequate.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	B	A	A
Mathematics	A	B	B	C
Science	A	B	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that Year 6 pupils achieved results in English and science in 1999 which were well above the national average, and were also well above the results achieved by similar schools. In mathematics, the 1999 results were above the national average but average when compared to the results achieved by similar schools. Inspection findings confirm the high standards achieved in English, and these are reflected in pupils' speaking and listening, reading and writing skills, at the end of both key stages (at the ages of seven and 11).

In mathematics, inspection findings show that pupils do not achieve as well as in English. This is reflected in the 1999 National Curriculum test results, and in the results for 2000 which show that standards fell in mathematics. While no national figures are currently available to compare with the school's 2000 results in mathematics, it is likely that they will be close to the national average, rather than above. When judged against pupils' overall standards, on entry to the school, and their attainment in English, these results are too low and reflect underachievement by many pupils. This stems, in the main, from weaknesses in the school's implementation of the National Numeracy Strategy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are good. They enjoy coming to school and are keen to learn.
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 each other. They work together amicably on shared tasks, and respect each other's opinions. Pupils are aware of the needs of others, and this is reflected in their caring behaviour. When given the opportunity to show initiative and to take responsibility, pupils respond well.
Attendance	Attendance is good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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.

The quality of teaching was satisfactory, or better, in all lessons observed, and was good, and occasionally very good in 45 per cent of all lessons.

In English, the teaching is good, and enables pupils to make good progress in their learning. Teachers are knowledgeable and confident in teaching the subject and motivate pupils well. Across the school, teachers forge close links between reading and writing, so that, by looking carefully at the ways writers achieve their effects, pupils also learn how to organise and develop different kinds of writing for different purposes.

In mathematics, the teaching was satisfactory, overall, in the lessons observed. Teachers have high expectations of pupils' work habits, their subject knowledge is satisfactory and many demonstrate effective teaching strategies. However, pupils should make more rapid progress in their mathematical learning. This weakness results from deficiencies in the overall planning and management of the subject, rather than from the teaching skills of the staff. An analysis of planning and test results shows that some key elements of mathematics are not given enough attention; and the National Numeracy Strategy is not consistently implemented across the school. This impairs pupils' learning in some aspects of the subject, and restricts the overall standards they achieve.

Across the school, the teaching is characterised by good relationships between teachers and pupils, carefully prepared lessons and an orderly atmosphere in classrooms. Teachers explain tasks clearly and often use skilful questions to probe pupils' understanding. As a consequence, pupils respond well, listen attentively to their teachers and concentrate on their lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad range of learning experiences for all pupils, including those who are under five years old. The curriculum meets statutory requirements, and sufficient time is allocated for literacy and numeracy. Pupils have opportunities to develop their skills in all aspects of English. However, some key elements of pupils' mathematical learning are not adequately covered at present. The length of the school week is satisfactory for pupils up to seven years old, but is short of the recommended minimum period for older pupils.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' moral, social and cultural development, and sound provision for their spiritual development.
How well the school cares for its pupils	The school makes sound provision for the health, safety, care and protection of its pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Strategies for checking the quality of teaching and learning are not well established, and this is a key weakness in the management of the school. The new headteacher, who took up his post three weeks before the inspection, has made a good start. He has already identified relevant areas for improvement in the monitoring roles of senior management and subject co-ordinators, and has made careful lesson observations. The management of the school's provision for special educational needs is good, as a result of effective work by the co-ordinator. The school development plan is too generalised to provide a clear sense of direction for the school, and is unsatisfactory.
How well the governors fulfil their responsibilities	The governors are committed and conscientious. A range of appropriate committees are established, and all provide sound support. The chair of governors is a regular visitor, and knows the school well. The governors with particular responsibility for literacy and numeracy are taking a keen interest in the school's response to the national initiatives for these subjects. Statutory requirements are met, except that insufficient information is provided about pupils' achievements in annual reports for five to seven year olds.

The school's evaluation of its performance	Overall, this is a weakness in the school. While pupils' progress and standards are analysed with sufficient rigour in English, these are not studied with enough care in other subjects. The evaluation of the quality of teaching has been given insufficient attention, and there is little evidence of the evaluation of completed initiatives on the school development plan. As a result of these deficiencies, the school is often in a poor position to judge its strengths and weaknesses, and to identify ways to improve.
The strategic use of resources	Overall, the school makes satisfactory use of its resources. However, weaknesses in the school development planning, including costings and long-term targets, mean the school is not well placed to make the best strategic 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 find it easy to talk to staff about their children. • They value the children's high standards of behaviour. • They believe their children are making good progress. • They believe the school successfully encourages their children to develop mature and responsible attitudes. 	<ul style="list-style-type: none"> • They would like homework to be set more consistently, and be better matched to their children's abilities. • They would like a greater range of extra-curricular activities. • They would like to be better informed about the work their children do and the progress they are making.

Inspection findings fully support parents' positive views about the school. The school recognises that there is scope to improve the monitoring of homework to ensure that the guidelines on the amount and frequency of homework are followed in all year groups. However, examples of good practice in homework were noted in Years 5 and 6. The range of extra-curricular clubs is limited. The school provides the normal range of information about what is to be taught each term and this is also included on the school's web site. Opportunities for parents to learn about new initiatives have been organised, and parents receive useful guidance about how best to support their children at home. However, the annual written reports for pupils in Key Stage 1 do not report on individual progress in all subjects of the National Curriculum and accordingly do not meet statutory requirements.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve good standards in English as a result of effective teaching.

1. Children in the Foundation Stage achieve good standards in communication, language and literacy, while the results of national Standard Assessment Tests (SATs) in reading and writing have been above or well above the national averages at the end of Key Stage 1 and Key Stage 2 for the past few years. In the 1999 SATs, well over a third of the pupils achieved higher standards than are expected for their ages at seven and 11, and almost all others, including some pupils who have special educational needs, reached the standards expected in speaking and listening, reading and writing. Against the national trend, the school is particularly successful in achieving consistently high standards in writing. Inspection findings confirm these good results in all aspects of English. The effective teaching that results in such high standards is characterised, primarily, by teachers' own enthusiasm for language and literature. They are knowledgeable and confident in teaching the subject, communicate their enthusiasm to pupils, and know precisely how to help them to do well. They are well informed about the full range of skills that pupils need to develop, whether in speaking and listening, reading or writing. They intervene to address weaknesses rigorously and consistently, whether or not they are a planned focus for a lesson. Through routine practice, and by requiring pupils to apply what they have learned, teachers make sure that pupils achieve high standards in essential technical skills such as handwriting and spelling, and that they use punctuation and grammar correctly. Teachers have high expectations of pupils in terms of work habits, effort and presentation, and have set up useful support systems in the form of resources such as dictionaries and thesauri which pupils use to help them with their writing. They introduce pupils to a wide range of strategies for reading, including higher order reading skills; and most parents willingly support their endeavours by hearing their children read at home. At all stages in the school, teachers forge close links between reading and writing, so that, by looking carefully at the ways writers achieve their effects, pupils also learn how to organise and develop different kinds of writing for different purposes. For example, pupils in Year 2 learn how to identify the structure of a story, how to use literary language, and how to build up a character when they listen to many versions of Little Red Riding Hood. They take account of her feelings, then write their own versions. In a similar way, but at a much more advanced level, pupils in Year 6 learn to respond to 'Beowulf', and understand the techniques and language used by Leon Garfield to give life to his character Smith, a pickpocket. Most teachers use questioning very skilfully, prompting pupils to think for themselves. For those pupils who take a little longer than is usual to 'take off' with their reading, or who struggle with spelling and writing, effective additional support is given, at various stages, through special educational needs provision, additional literacy support or booster classes. Overall, therefore: pupils are taught the routine skills they need very thoroughly; are encouraged and helped to read widely and to understand what they read; and are shown how to write in appropriate styles and forms for a wide range of purposes in English and in other areas of the curriculum. In their turn, pupils enjoy talking about language and enjoy using it, whether imaginatively, as in stories and poems, or with the factual accuracy required in reports.

Pupils behave very well and have positive attitudes towards their work.

2. In lessons, in the playground and at lunch, pupils are polite and behave well. Almost all pupils bring with them from their homes a strong sense of right and wrong, and good manners; and the school is fortunate in being able to build on this secure foundation. Pupils move around the school calmly and quietly, and an orderly atmosphere prevails. Pupils show respect for their teachers and their peers. They enjoy being helpful, carry out any duties or roles assigned to them conscientiously, and are quick to anticipate others' needs. For example, they open doors politely when someone approaches, and they readily relinquish their seats for visitors or ask if there is anything they can do to help. Older pupils demonstrate particular sensitivity in their care of young children, for example in the dining-room or in reading sessions in the nursery. Their caring attitudes are evident, in the delightful, high quality books they designed, wrote, illustrated and produced for their younger audience. 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 settle quickly to written tasks, take great care over the presentation of their work, make good use of resources such as word-cards and dictionaries, and can be trusted to work independently. When invited to do so, they co-operate well with others, whether to complete a practical task or to share ideas in order to produce a piece of writing. It is clear from their general attitudes that pupils enjoy learning. For example, after a particularly challenging English lesson in Year 6, pupils leaving were heard to comment very positively on the quality of the teaching: 'That was really good!'. This kind of engagement with learning has a very positive impact on their work and, ultimately, on the standards they achieve. Pupils try hard to apply what they have been taught and, whatever their capabilities, they set themselves high standards.

The management of special educational needs provision is good.

3. The special educational needs co-ordinator (SENCO) has a secure understanding of her role and takes her responsibilities very seriously. She is rigorous in her endeavours to make sure that pupils' needs are diagnosed correctly, and that individual education plans address those needs very precisely. She ensures that the results of regular assessments inform the planning of work for these pupils, and that their progress is monitored very closely. Liaison with parents and with outside agencies is effective and works to serve the best interests of the pupils involved. The SENCO has also produced a well thought out action plan for the future development of special educational needs work in the school. It identifies relevant priorities and targets, and makes clear the activities and resources needed to achieve its aims. The special educational needs governor works supportively with the SENCO, is well informed about provision, and fulfils his monitoring role. Support for pupils with special educational needs is well organised, and is particularly effective in helping them to sustain good progress in the development of literacy skills at all stages in the school. All learning support staff have attended professional training to help them fulfil their role, and they make a significant contribution to pupils' progress in speaking and listening, reading, writing and spelling. The implementation of the 'Tracks' spelling programme is particularly effective, while the deployment of a learning support assistant to the playground to help some pupils develop communication skills constitutes an imaginative and beneficial initiative. Indeed, as a result of the diverse, sustained and collaborative efforts of the SENCO, teachers and support staff, pupils identified as having special educational needs make good progress in English, and, by the end of Key Stage 2, many succeed in achieving the average standard for their age in the national tests.

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

4. The school builds successfully on the strong moral foundation in pupils' home lives. From their first days in the nursery, pupils are taught how to relate to others, how to take turns, and to know what constitutes acceptable and unacceptable behaviour. The school's aims, policies, procedures and rules establish clear guidelines for both moral and social development, and teachers maintain consistently high expectations for pupils' behaviour in all circumstances. The staff provide good role models for relationships and behaviour in their daily interactions with pupils, fostering caring attitudes and valuing pupils' ideas. Throughout the school, pupils are encouraged to think of those less fortunate than themselves, for example through raising funds for charities and international disaster appeals, and to care about the environment on both local and global scales.
5. During lessons, pupils are taught to co-operate by working in pairs and small groups, and there are additional opportunities for social interaction in larger groups, for example through attending extra-curricular clubs. The planned interaction between older and younger pupils in the school, for example through reading partnerships and dining-room responsibilities, is a particularly strong feature of social development. Links with the secondary school to which most pupils transfer are good, and very positive social interaction between pupils in the two schools takes place when the older pupils produce books for pupils in Year 2, or work in music with groups of different ages. A further strength of pupils' social development lies in the extensive community links that the school has fostered. For example, many parents and other members of the community visit the school regularly to help, to talk to pupils about their own work, or to share their specialist expertise, for example by setting up a school web site and by helping Year 6 pupils to produce regular school newspapers. Special projects such as the 'adoption' of a baby by a Year 5 class reinforce, through first hand experience, pupils' awareness of personal and social responsibility and the values of family life. Similar themes also emerge in other areas of the curriculum, for example in art, where a painting of 'The Happy Family' by William Roberts is used to focus pupils' attention on the value they attribute to members of their own families. Older people from the community are welcomed for their expertise and experience, for example in music and history, while pupils, in their turn, entertain senior citizens at the Red Cross Good Companions Club.
6. Provision for pupils' cultural development, including multicultural awareness, is also good. For example, in religious education, geography, history, art and music, pupils are introduced to other cultural traditions, to major world religions and religious practices, and to past civilisations, sometimes in considerable depth. Those pupils in the school who come from minority ethnic cultures are encouraged to contribute to their peers' knowledge and understanding by talking about their own beliefs and traditions. All pupils are encouraged to read widely and, in Key Stage 2 in particular, to explore a range of genres and to enjoy the classics, as well as contemporary fiction and poetry. Music is also a strong feature of school life, while role-play, drama productions, theatre visits and visits to places of historical and geographical interest, further enhance opportunities for cultural development.

WHAT COULD BE IMPROVED

Methods for checking the quality of teaching and pupils' standards need to be improved.

7. A systematic approach to the analysis of teaching standards is not established, although the new headteacher has made a good start by observing lessons, across the school. There are no records of lesson observations by the previous headteacher, and subject co-ordinators, including those for English and mathematics, have not monitored teaching in their subjects. Most co-ordinators do not analyse samples of pupils' work with enough rigour, and do not have a secure grasp of the strengths and weaknesses in their subjects. As a consequence, they are in a weak position to identify and address areas for improvement. In mathematics, weaknesses in monitoring procedures have a clear effect on pupils' standards, as explained in the next paragraph. All co-ordinators are conscientious and want to be more effective. However, most will require well-focused in-service training, and sustained and structured support from the new headteacher, to develop their monitoring skills.

Standards in mathematics are not as high as they should be.

8. In Key Stage 2, standards in mathematics are not as high as they should be and the percentage of pupils who attained the nationally expected standard fell in the 2000 statutory tests. An analysis of test papers, pupils' work, planning and teaching show that there are a number of contributory and interconnected reasons for this weakness, and these are confirmed through discussions with key staff. Reasons include:
 - insufficient teaching of key mathematical concepts across the key stage;
 - inconsistencies in the implementation of the National Numeracy Strategy across the school;
 - weaknesses in the target setting process; and
 - a lack of structured procedures to enable the co-ordinators to monitor the quality of teaching and learning.
9. The analysis of the end of Key Stage 2 test papers show that over half the Year 6 2000 cohort had difficulties with answering questions which involved solving problems, handling data/probability, calculation (particularly algebra) and measures (particularly area, perimeter, position and angles). An analysis of the optional SATs results from Years 3, 4 and 5 shows that problem solving, area and perimeter, probability and algebra are recurring weaknesses. The full implementation of the National Numeracy Framework would address these gaps in teaching and learning. However, evidence from lessons and from planning shows that not all teachers utilise the three part lesson and that learning objectives for lessons are not securely linked to the year group objectives in the Framework. Sometimes, for example, mental/oral learning objectives from the Framework are incorrectly used for paper and pencil tasks in lessons; and, across the school, specific learning objectives are not always identified or shared with pupils. Observations in lessons and of pupils' work also show that there is still an over-reliance on textbook activities, with few opportunities for pupils to develop and solve real-life problems in order to gain an enthusiasm for mathematics.
10. Evidence shows that there have also been flaws in the target-setting process in mathematics. For example, the 2000 Key Stage 2 target for mathematics predicted that 92 per cent of pupils would attain or exceed the national expectation, when only

72 per cent actually achieved that standard. Local education authority data also shows that teacher assessment has not always been accurate. Discussions with key staff show that these predictions have not been securely based on valid and reliable pupil data. It is only in this current year that the school has begun to use the Key Stage 2 optional SATs papers, and these have revealed deficiencies in mathematical coverage. Both the co-ordinators for mathematics have good subject knowledge and are keen to develop their role. However, weaknesses in leadership and management have meant that they have not supported and monitored the implementation of the National Numeracy Strategy with sufficient rigour. In particular, there have been insufficient opportunities for them to:

- introduce and monitor the weekly numeracy planning format;
- work alongside or observe colleagues;
- analyse pupils' work in relation to standards, progress, coverage and the balance between textbook exercises and real-life problem solving;
- evaluate evidence from tests, observations and work sampling to develop a coherent plan of action to address areas for improvement.

The school development plan is too generalised to provide a clear sense of direction for the school, and includes insufficient forward planning.

11. The development plan for the last academic year provides a useful overview of the school's priorities, and identifies targets for individual tasks. However, the methods for achieving these targets are rarely shown with enough precision. For example, staff meetings were the only means identified to address a range of important issues relating to the curriculum, with no information gathering, monitoring or development work to support these meetings. Single meetings were often planned to achieve unrealistic targets. For example, the meeting to develop the role of subject co-ordinators, undertaken last year, has had very limited effect on their work, as is evident from earlier paragraphs in the report. While the costs of building maintenance and improvements are clearly shown on the plan, other tasks which have obvious financial implications are not costed. The plan includes no reference to procedures for the evaluation of completed initiatives, and no evaluations were available for examination at the school. Planning for the development of information and communication technology (ICT) is sound, extending until 2002, with useful action plans. Overall, however, there is little planning beyond summer 2000, and no action plans, apart from those in ICT, to support the few areas that are identified for attention. Overall, the school's development plan lacks rigour, and does not provide the school with a sufficiently clear sense of direction over a short, medium or long-term period.

The annual reports for Key Stage 1 pupils are unsatisfactory.

12. The last inspection report found that pupils' annual reports were unsatisfactory in Key Stage 1. In subjects other than English, mathematics and science, they only provided brief information about what was taught to the whole class, rather than pertinent judgements about the performance of individual children. The school has made no significant progress in this area since the last inspection, and the current Key Stage 1 reports demonstrate the same weaknesses. This is unsatisfactory, and the reports do not meet statutory requirements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

13. In order to improve the management of the school, to raise pupils' standards and to ensure that statutory requirements are met, the school should include the following issues in its post-inspection action plan:
- Improve monitoring procedures by:
 - (a) establishing a systematic programme for observing and assessing the quality of teaching, particularly in English and mathematics;
 - (b) ensuring that all subject co-ordinators analyse standards in their subjects with sufficient rigour;
 - (c) providing well-focused in-service training for co-ordinators to help them develop their roles.
(see paragraph 7)

 - Improve pupils' progress in some aspects of their mathematics learning by:
 - (a) ensuring that all the key skills in the subject are given enough attention;
 - (b) ensuring that the National Numeracy Strategy is consistently implemented in all classes;
 - (c) making more effective use of assessment to set realistic targets for pupils' standards;
 - (d) developing the roles of the mathematics co-ordinators so they are able to monitor and develop the subject more effectively.
(see paragraph 8)

 - Improve the school development plan by:
 - (a) formulating a coherent and detailed plan for the current educational year, and outline planning for a further two years;
 - (b) identifying specific and rigorous methods for achieving the stated aims in the plan;
 - (c) ensuring that costings are always included, where appropriate;
 - (d) establishing procedures for evaluating the success of completed initiatives.
(see paragraph 11)

 - Improve pupils' annual reports in Key Stage 1 by ensuring they include specific information about pupils' achievements in all subjects.
(see paragraph 12)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	35	55	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)	22	429
Number of full-time pupils eligible for free school meals	n/a	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	7	72
Number of pupils on the school's special educational needs register	0	4

English as an additional language	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence	%
School data	3.7
National comparative data	5.4

Unauthorised absence	%
School data	0.0
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
		1999	24	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	34	33	34
	Total	57	56	57
Percentage of pupils at NC level 2 or above	School	98 (93)	97 (96)	98 (98)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	34	33	34
	Total	57	56	57
Percentage of pupils at NC level 2 or above	School	98 (98)	97 (98)	98 (98)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the last 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
		1999	26	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	25
	Girls	23	19	24
	Total	45	42	49
Percentage of pupils at NC level 4 or above	School	90 (76)	84 (72)	98 (85)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	24	24
	Girls	23	21	21
	Total	46	45	45
Percentage of pupils at NC level 4 or above	School	92 (85)	90 (79)	90 (75)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	1
Black – other	
Indian	4
Pakistani	
Bangladeshi	
Chinese	6
White	346
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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)	16.2
Number of pupils per qualified teacher	29
Average class size	30.1

Education support staff: YR - Y6

Total number of education support staff	8
Total aggregate hours worked per week	167

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	11
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	724,888
Total expenditure	725,660
Expenditure per pupil	1,578
Balance brought forward from previous year	34,381
Balance carried forward to next year	33,609

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	429
Number of questionnaires returned	151

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	3	0	0
My child is making good progress in school.	44	52	2	0	3
Behaviour in the school is good.	38	58	4	0	0
My child gets the right amount of work to do at home.	20	47	19	7	7
The teaching is good.	38	57	0	0	5
I am kept well informed about how my child is getting on.	16	43	38	3	1
I would feel comfortable about approaching the school with questions or a problem.	54	44	2	1	0
The school expects my child to work hard and achieve his or her best.	40	52	3	0	4
The school works closely with parents.	21	52	24	3	0
The school is well led and managed.	40	50	6	0	4
The school is helping my child become mature and responsible.	40	56	2	0	2
The school provides an interesting range of activities outside lessons.	13	34	30	9	14