

INSPECTION REPORT

STOCKS GREEN PRIMARY SCHOOL

Hildenborough, Tonbridge

LEA area: Kent

Unique reference number: 118501

Headteacher: Mrs. E. Topiwala

Reporting inspector: Mr C. Kessell
20695

Dates of inspection: 11th – 12th December 2000

Inspection number: 224894

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:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Leigh Road Hildenborough Tonbridge Kent
Postcode:	TN11 9AE
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. S. Blundell
Date of previous inspection:	11 th November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stocks Green Primary School is situated in the village of Hildenborough which is on the outskirts of Tonbridge, Kent. The school is popular and over subscribed and serves an area of private housing. There are 101 boys and 95 girls at the school between the ages of four and eleven, and the school is average in size. The proportion of pupils entitled to free school meals is below the national average. There are no pupils who speak English as an additional language. Although the percentage of pupils who are identified as having special educational needs is below average, the proportion with statements is above the national average. The current attainment of the four-year-olds when they start school is about average. In all year groups through the school, a wide range of attainment is represented.

HOW GOOD THE SCHOOL IS

This is a good school where pupils learn effectively and achieve high standards. The headteacher leads the school well and there is a very positive ethos. She is well supported by the staff and governors. There is a shared commitment to maintaining high standards and the quality of teaching is good overall. The school provides good value for money and its strengths greatly outweigh areas for development.

What the school does well

- Standards of work are high in English, mathematics and science.
- The quality of teaching is good and pupils learn well.
- The pupils are very eager to learn. They have positive attitudes and are very well behaved.
- The school is well managed by the headteacher. Senior staff and the governors are very supportive.

What could be improved

- Provision for information and communication technology (ICT).
- The marking and everyday assessment of work could be more consistent.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

School improvement has been good since the last inspection in November 1996. The school's results in the national tests have remained high and all of the positive features identified during the previous inspection have been maintained. Most of the key issues identified at the time of the previous inspection have been addressed. Attainment in science has been raised and the resources for the subject have been improved. The time allocated to other subjects besides English, mathematics and science is appropriate and the storage of resources is satisfactory. The school accommodation is used well. Although teachers identify day-to-day assessment opportunities, they could be used more effectively to promote the next stages of learning.

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
	1998	1999	2000	2000
English	A	A	A*	A
mathematics	A	A	B	C
science	A	A	A*	A

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

The above table shows that when compared to all schools, Stocks Green has maintained well above average standards in English and science during the last three years. The 2000 results in these subjects were among the highest 5 per cent of all schools. Although the results in mathematics have fallen in 2000, there is not a significant variation when compared to the results of the previous years. Evidence from inspection would also indicate that the pupils have achieved well in relation to their prior attainment at the end of Key Stage 1. Progress has been consistently good. When the same results are set against those of pupils from similar schools, Stocks Green pupils did very well in English and science. Current standards in English, mathematics and science are high at the end of Key Stages 1 and 2 and a significant percentage of pupils will achieve the higher National Curriculum levels (levels 3 and 5) in both key stages. To maintain these standards, the school has set targets which are well thought through and challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are keen to learn and have positive attitudes to their work.
Behaviour, in and out of classrooms	Consistently very good.
Personal development and relationships	Personal development is very good overall. The pupils enjoy responsibility and using their initiative. They work very well together and relationships are very strong throughout the school.
Attendance	Very good in comparison with other schools.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is good. No unsatisfactory teaching was observed. Children in the Foundation Stage are taught well as are the pupils in Key Stages 1 and 2. The basic skills of literacy and numeracy are taught effectively and the teaching of science has improved since the previous inspection. There are high expectations of all pupils and lessons have brisk pace, time is used well and the pupils have a good understanding of what they are doing. Because the quality of teaching is good pupils learn effectively, work very hard and are interested in what they are being taught. Although some teachers use day-to-day assessment effectively, practice is not consistent throughout the school. In all lessons control and discipline are consistently very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and fulfils statutory requirements. The literacy and numeracy strategies have been well implemented. The science curriculum has developed well since the last inspection and good emphasis is placed on scientific enquiry.
Provision for pupils with special educational needs	The school makes good provision for these pupils that is well managed by the special needs co-ordinator. The pupils receive good quality support from the Learning Support Assistants. Their needs are well understood.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The particular strength in this area is the pupils' very good understanding of their moral and social responsibilities. They have a good understanding of right and wrong and display mature behaviour when working with one another or independently.
How well the school cares for its pupils	All staff show a high level of care and concern for the pupils. Stocks Green provides a very happy and caring environment where pupils feel safe and secure. However, procedures for First Aid, need to be formalised.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and is well supported by the teaching and non-teaching staff. She has contributed much to maintaining the positive ethos found in the school, the high expectations amongst staff and the high academic standards.
How well the governors fulfil their responsibilities	The governors are very effective in their duties and are committed to the school and its continued success. They have a good understanding of the school and the standards its achieves. Their annual report to parents is very good.
The school's evaluation of its performance	The school makes very good use of performance data and assessment information and is always looking to improve. The headteacher and senior staff have a very good understanding of how well the school is doing. The principles of best value are applied well.
The strategic use of resources	Good use is made of staff, resources and the school's accommodation. Finances are well managed and controlled.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • It is safe, with a friendly and welcoming atmosphere. • Children are well behaved and they are given responsibility. • The parents make an active contribution. • The teaching is good. • Parents feel comfortable about approaching the school with questions or a problem. • The school expects children to work hard and do their best. • The school is well led and managed. 	<ul style="list-style-type: none"> • The facilities for ICT. • Information about how children are getting on. • The range of activities outside lessons.

The above views represent significant comments from the pre-inspection meeting attended by 10 parents and the 58 returned parent questionnaires. The inspection team supports the positive views expressed by parents. The facilities for ICT are limited. The inspection team agrees. However, the development of resources for ICT is identified in the school development plan. The information provided about how the pupils are getting on at school is satisfactory, as is the range of activities provided outside lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of work are high in English, mathematics and science.

1. Pupils achieve high standards in English, mathematics and science. This is reflected in the 2000 National Curriculum test results for Key Stage 2. When compared with all schools the results were well above average for English and science and above average in mathematics. The English and science results were among the highest 5 per cent of all schools. Although the results in mathematics were not so high, the variation on previous years' results is not significant, given the size of the cohort. The school performed well in these subjects when compared with schools of a similar nature. English and science were well above average, whilst the results in mathematics were average. The percentage of pupils that achieved the higher level (level 5) was well above average in English and mathematics and very high in science. Evidence also indicates that the pupils made good and often very good progress in these subjects through Key Stage 2. At Key Stage 1 standards were not so high in the 2000 National Curriculum test results because of the high proportion of pupils identified as having special educational needs. In comparison to all schools nationally, reading and mathematics were average. Writing was above average. However, when compared to similar schools, standards in reading and mathematics were below average and writing was average. Inspection evidence indicates that standards are currently above average in these areas of learning at the end of Key Stage 1. Overall, the high standards in English and mathematics that were identified at the previous inspection have been maintained. Standards in science have risen significantly. As this was a key issue at the previous inspection, it has been well addressed by the school. Parents are also pleased with the standards. At the pre-inspection meeting parents identified that standards were high and had continued improving. The school's trend of improvement is in line with the national trend.

2. By the end of Key Stage 1 the pupils' language skills are well developed. All pupils demonstrate good listening skills and respond appropriately to their teacher's explanations and questions. Pupils also listen to each other carefully. They show a good understanding of the main points of a lesson and their responses to questions show that they have listened thoughtfully. When listening to poetry they are keen to provide new rhyming words as they discuss how to substitute lines of the poem for words of their own. Pupils read accurately and fluently and with a good understanding of what they have read. They are confident enough to express opinions about what they are reading and answer questions about the text. For example, one pupil gave a very detailed explanation why a flat was different to a house after the word flat was used in the story they were reading. The pupils' writing is above average. Their handwriting is extremely legible and in most cases joined. Well-constructed sentences are accurately punctuated with capital letters and full-stops. Spelling is accurate and in some instances, more advanced punctuation is used, for example, question marks. The pupils are articulate and talk confidently and enthusiastically about poetry that they read and enjoyed in Year 1 and the forthcoming Christmas production. This enthusiasm is continued into Key Stage 2 and by the time the pupils are eleven a significant percentage of the class are achieving high standards in English. They read extracts from Charles Dickens' *Christmas Carol* and are able to make comparisons with how the story might have been written today. They respond well to reading the demanding extracts from this book and then settle quickly to their written activities based on the text. About seventy per cent of the class work independently at character analysis or retelling the story in their own words. Higher attaining pupils use well-structured sentences and write in a formal style to show their knowledge and understanding of the story. They identify key character traits of Scrooge and use these in their work. Pupils of average attainment identify the key details from the extract

that they have been reading and succeed in retelling the story, many in an interesting style that also shows thoughtfulness. These pupils consistently write in a neat and legible hand that is well punctuated. Lower attaining pupils are able to pick out direct speech and with help identify who said it. Some of the text is challenging because of the archaic language, but with help, they are able to complete the task.

3. The same high standards are found in mathematics at the end of both key stages. Year 2 pupils have a good mathematical language and are able to try different approaches when solving problems. They understand place value, use mental recall of addition and subtraction facts to 20 and can identify the properties of two and three-dimensional shapes. Pupils enjoy the challenge of mental mathematics and are keen to answer questions, for example, doubling two-digit numbers. They set about solving a mathematical problem identifying the number of different positions three flavours can be situated on an ice-cream with enthusiasm and relish. The majority of pupils were able to try different approaches, discuss their work and explain how they had come to their answers. They enjoyed the challenge and many of the pupils extended their thinking to involve four flavours. By the end of Key Stage 2, pupils' knowledge and understanding of the subject has developed well. In discussions with Year 6 pupils they identified mathematics as their most challenging subject! 'It really makes us think,' was a response and the pupils enjoy this. They have a very good level of mathematical knowledge and understanding. Pupils apply these skills accurately when solving problems or completing investigations. For example, they work successfully with integers and recognise patterns and relationships in number sequences involving negative numbers and fractions. As part for their 'daily task', pupils decode the value for words by substituting numbers for letters and combine these to find a total. The pupils work productively and use mathematical language well.

4. During the time of the previous inspection, standards in science were criticised, as they were not as high as English and mathematics. This is no longer the case, high standards are now being achieved in science at both key stages. Year 2 pupils show a good understanding of materials. They successfully identify natural and man-made materials and highlight characteristics of these materials such as being rough or smooth, and pliable or rigid. They investigate what happens as they compress, flex, stretch and squeeze malleable materials and successfully explain the outcomes. Pupils choose their own methods of recording their findings and have clear ideas how they are going to achieve this. By the end of Key Stage 2, pupils have developed good subject knowledge and through topics on gravity, air resistance, elasticity and electricity, they have undertaken a good range of scientific investigations. This is emphasised as pupils design and carry out their own fair tests to explain the impact that air resistance has on paper as it drops to the ground. The majority of pupils were able to work independently at this task and understood very clearly, that scientific ideas are based on evidence. They talked confidently about the need for fair tests and what methods they were going to use to complete their investigations. Evidence was observed and presented in a variety of ways. The pupils were also prepared to ask challenging questions of each other, for example, in the interests of 'fairness' should it always be the same person dropping the paper? Or making suggestions about how investigations could be improved?

5. There are high expectations in English, mathematics and science of what pupils can achieve. The pupils always talk confidently about their work and always have a good understanding of what is expected of them. However, the high standards observed in these subjects does not extend into ICT.

The quality of teaching is good and pupils learn well.

6. Throughout the school, the quality of teaching is consistently good. This has a significant impact on pupils' learning, which is also good. All pupils are extremely well managed and the class relationships through the school are very strong. This is a significant feature of all lessons and no time is wasted in the school having to bring pupils to order or asking them to settle down. As soon as the pupils enter the classroom at the start of a morning or afternoon session, they clearly understand what is expected of them. This was well illustrated at the start of the inspection when Year 6 pupils began their 'daily task' which was a mathematical challenge. Although the classteacher gave the minimum of instructions, the pupils knew exactly what they had to do and got on with it. It was clear that the teacher's expectations with regard to effort and behaviour were fully understood. The pupils were treated as mature learners and responded well to this. At the same time Year 2 pupils showed good motivation and a keenness to learn as they settled to a class discussion about poetry and shared their ideas relating to the wind. Because of careful questioning by the teacher, all pupils were involved, regardless of their ability and every pupil also had a good understanding of what they were doing because of the clear and concise explanations. In all classes pupils feel that they can contribute and this provides a positive approach to learning. Teachers have high expectations in relation to standards and behaviour, but also promote an enthusiasm for learning and school. This was well illustrated in a good Year 4 numeracy lesson where pupils showed a good level of enthusiasm, even when they received their homework!

7. The national strategies for literacy and numeracy have been effectively introduced into the school and are used well by teachers to provide challenging work and maintain high standards. Consequently, the teaching of basic skills is good. In a good Year 5 numeracy lesson on co-ordinates, in which learning was purposeful and productive, there was very good emphasis on the teaching of basic skills that made a major contribution to the effectiveness of learning. Clear time targets were also set for work and this kept the lesson moving well. Year 3 pupils identified where speech marks should be positioned in text. When it came to pupils producing their own work, it was quite obvious that they were used to using thesauruses and drafting their own work because of the constant emphasis placed on this good practice by the classteacher. Support staff and parent helpers are also used well and they make a significant contribution to the pupils' learning and educational experiences. Good examples of this were observed in Year 1 literacy, where a group of pupils were well supported when looking for *-all* and *-ell* words and in a Year 5 science lesson in which pupils with special educational needs were supported during a lesson to develop investigative skills. In literacy and numeracy sessions, different activities are generally planned for the different ability groups that are found in the classes. This is good practice and ensures that the most able pupils are challenged effectively and that lower attaining pupils are given work that is appropriate to their needs. However, this good practice is not always transferred to other subjects, for example, science.

8. Much of the teaching is very stimulating and interesting. Reception pupils respond eagerly as they participate in the 'jump in the hoop' phonics game. They are interested and attentive and work productively because of their teacher's demanding and interesting start to the lesson. The teachers are always active and, once pupils start group or individual tasks, they are constantly monitoring what pupils are achieving and offering support through advice or carefully constructed questions. Pupils are treated as mature learners whether they are in

the Reception class or Year 6 and the pupils respond very positively to this. The teachers know the pupils well and were described by some Year 6 pupils as being 'cheerful and supportive'. The older pupils in the school have nothing but praise for all of their teachers. The parents, through the pre-inspection questionnaires, also reflect this view with 94 per cent of parents agreeing with the statement that teaching is good. Although there are some good examples of work being marked effectively and teachers' day-to-day assessments of pupils, there needs to be more consistency in this practice and is an area of development for the school.

The pupils are very eager to learn. They have positive attitudes and are very well behaved.

9. The pupils' attitudes to school, to each other and to their work are consistently very good. Behaviour is also very good. This reinforces the views of the parents at the pre-inspection meeting when pupils' behaviour, attitudes and values were described as strengths of the school and responses to the parents' questionnaire in which 95 per cent of parents agreed with the statement that behaviour in the school is good. At the start of the day pupils enter the school quietly and sensibly. They settle to their places quickly and without being told to do so. Registration is conducted courteously with pupils answering the register in an appropriate and mature manner and sometimes in a foreign language, for example French in Year 1 and Japanese in Year 6! Although this is a very pleasant start to the day or afternoon session, no time is wasted and lessons start very promptly with pupils eager to learn. If pupils have to move around the school they know what is expected of them. Pupils come in from the playground and appropriately go to assembly. Although a number of the classrooms are cramped the pupils get on well with each other and during the inspection there were a number of examples of pupils working in pairs or groups co-operatively. Year 6 pupils worked in boy/girl pairs at a science investigation, whilst Year 3 pupils made sensitive and constructive observations about other pupils' work in a lesson about punctuation. There was no evidence during the inspection of oppressive behaviour and most pupils talk proudly and confidently about their school, saying how good it is. Pupils are welcoming to visitors and say "hello" or "good morning." They are well mannered and polite. Pupils are comfortable talking to adults and each other and discussions are friendly and easy-going, yet all pupils show appropriate respect. Relationships through the school are particularly strong.

10. At the start of all lessons, pupils show how eager they are to learn. They are keen to answer teachers' questions and enthusiastic about their own learning. When questioned about their work, pupils of all abilities talk about activities they are currently doing or activities they have already undertaken. They respond well to the instructions and requests of their teachers. If they are asked to work quietly and independently, they will do so. Likewise, if pupils are expected to work sensibly with each other in group activities, this will be undertaken. In Year 2 numeracy, pupils listened and exchanged ideas with each other as part of a mathematical investigation and this positive picture can be found all through the school. Pupils accept tasks and get on with them straightaway. They focus on what they are meant to be doing and not the work of others. The same positive attitudes and enthusiasm are observed whether pupils are working in their class, in the school hall in physical education or giving up their lunchtime to practice with the school orchestra in the music room. They work purposefully and maintain their concentration. Although it is quite evident that the pupils work hard, the atmosphere for learning is friendly and relaxed and this contributes to the learning process.

11. The school places a good emphasis on pupils working together, being friendly, supportive and developing good relationships. The pupils respond well to this. All of the adult staff in the school provide good role-models for the pupils through the understanding and caring way in which they go about their jobs. Pupils enjoy being given responsibility and this contributes well to the mature attitudes and behaviour seen in the school. Year 6 pupils talk enthusiastically about the School Council that is a recent innovation but has grabbed their imagination and enthusiasm. They discuss how popular the council is and that it gets things done, for example introducing the practice of allowing girls to wear trousers and, currently, working on some new markings for the playground. Lunchtimes are civilised, social occasions; pupils are polite and well mannered. There are no raised voices or inappropriate behaviour. At the end of the session, older pupils clear the tables and have no qualms about this responsibility that they carry out sensibly. In assemblies, pupils listen carefully to what is being said and show respect for ideas and feelings. At the end of the Key Stage 1 Christmas production, some Year 6 pupils serve tea and biscuits to the audience. The school provides a very caring and sociable environment for its pupils and they respond well to these opportunities.

The school is well managed by the headteacher. Senior staff and the governors are very supportive.

12. At the time of the previous inspection the leadership provided by the headteacher and governing body was described as 'strong' and this has been maintained. Responses to the parents' questionnaire also show that 92 per cent of parents believe that the school is well led and managed. Since the previous inspection the school has maintained its positive ethos and has continued to be very committed to maintaining and improving standards. The teaching and non-teaching staff work very closely as a team, are very supportive of one another and there is a discernible commitment to high expectations. The pupils' performance in terms of National Curriculum tests and other assessments are rigorously monitored and evaluated so that the school can continue to raise standards. The main credit for this must go to the headteacher who has continued to move the school forward since the previous inspection and improvement at this time has been good. During the inspection, the school was operating in quite difficult circumstances, through a period of change and uncertainty. The headteacher at the time of the inspection will be leaving at the end of the term and there was no deputy-headteacher, but all aspects of school life remained positive and those senior staff, who were supporting the headteacher, did so effectively. The staff continued to work well together as a strong team. It is no surprise that the school is popular and over-subscribed. The public perception of Stocks Green Primary is of a good, well-managed school that achieves high standards and provides a supportive learning environment for its pupils. This view is supported by inspection evidence.

13. The commitment to improvement and high standards also extends to the governing body. They are well informed and have a good understanding of the running of the school. Standards are regularly discussed and monitored and comparisons are made with other local schools in terms of financial expenditure. This has not necessarily thrown up any surprises but it does allow the governors to reflect on some of their own decisions, for example, planning to change the school's heating to a more efficient and cost-effective system. Although the school is currently going through a period of transition, governors are confident that the school will develop further, that the school is at a very exciting time in its development but knows where it is going. The governors take their responsibilities very carefully and are highly committed to the school. They take pride in how the school is regarded in the local community and are prepared to listen to ideas and suggestions, for example, from the parents. The governors' annual report to parents is a very good document that is informative and well put together. Last year's report included a questionnaire for parents to record their views on the report and offer suggestions for improvements to the

school. This is a good consultation process.

WHAT COULD BE IMPROVED

Provision for information and communication technology (ICT).

14. Although standards in ICT are satisfactory, they are not as high as in the core subjects of English, mathematics and science. As the parents identified at the pre-inspection meeting, the school's ICT facilities require further development. In discussions with Year 6 pupils it was quite clear that they used computers more at home than they did at school. They indicated that they had not used a computer in school during the previous two weeks and that most of their ICT work was word processing with little experience of other elements of the subject, for example, spreadsheets or graphics. Year 2 pupils talked confidently about saving, retrieving and printing work, but their understanding of other elements of the subject was noticeably weaker, for example, giving instructions to enable ICT tools to operate. During the inspection, the Year 3 and 4 classes were sharing a computer, which obviously limits its use for one of the year groups. Many of the pupils have appropriate knowledge and skills, but because the breadth of study is restricted, progress over time can not be assured and relies too heavily on support from home. In addition to this, insufficient use is made of ICT to support English, mathematics and science.

15. This is not something that the school has taken lightly and it has already studied ways in which the provision can be improved. The school will receive national funding in 2001 to improve resources and additional funds have been raised by the Parent and Teachers' Association. A number of other schools have been visited to view their ICT organisation, and decisions about the subject will be taken in the next term.

The marking and everyday assessment of work could be more consistent.

16. Overall, the quality of teaching through the school is good; however, there are some inconsistencies, particularly related to the marking of pupils' work and day-to-day assessment. Some of the quality of marking is good. Work is well corrected and pupils are provided with useful information that clearly identifies either the next stage of learning or what pupils can do to improve their work. This also reflects the good knowledge that teachers have about the pupils in their class. However, this practice is not consistent. In some instances work has not been marked and although sometimes pupils are provided with supportive comments, they are not provided with sufficient helpful information to develop their learning. The same issues apply to day-to-day assessment. Although much of the planning is comprehensive and extremely detailed, teaching objectives can sometimes be too general and assessment criteria are not identified. Too often, it is how the teacher is going to assess the pupils, for example, 'listening to answers', than what they are actually going to assess. In a minority of cases assessment criteria is extremely vague. This can lead to a general level of expectation rather than more specific and exact ideas about what different groups of pupils can achieve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

17. The inspection team recognise the school's high standards and positive ethos, but to improve further the standards achieved and the quality of education the headteacher, staff and governors should:

- (1) Improve the provision for ICT to ensure better curriculum coverage across the school. (This is identified in the current school development plan)
(Paragraph: 14)

- (2) Ensure that marking and everyday assessment is more consistent by:
 - More rigorous monitoring of teachers' planning and marking;
 - Sharing examples of good practice with all staff;
 - Reviewing school policies for assessment and marking to ensure they are fully understood and used by everyone.(Paragraph: 16)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	94	6	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	206
Number of full-time pupils eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	38

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	4
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%
School data	4.1
National comparative data	5.2

Unauthorised absence	%
School data	0.2
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	15	18	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	14	14
	Girls	16	17	17
	Total	28	31	31
Percentage of pupils at NC level 2 or above	School	85 (85)	94 (89)	94 (89)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	17	17	17
	Total	31	31	32
Percentage of pupils at NC level 2 or above	School	94 (89)	94 (96)	97 (96)
	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	13	19	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	10	12
	Girls	19	16	19
	Total	31	26	31
Percentage of pupils at NC level 4 or above	School	97 (87)	81 (90)	97 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	12
	Girls	19	15	19
	Total	31	26	31
Percentage of pupils at NC level 4 or above	School	97 (87)	81 (83)	97 (100)
	National	70 (68)	72 (69)	80 (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	186
Any other minority ethnic group	0

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)	9
Number of pupils per qualified teacher	206
Average class size	29.4

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	163

Financial information

Financial year	1999/2000
	£
Total income	376 988
Total expenditure	372 557
Expenditure per pupil	1 709
Balance brought forward from previous year	19 949
Balance carried forward to next year	24 380

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	206
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	5	0	0
My child is making good progress in school.	41	45	14	0	0
Behaviour in the school is good.	31	64	5	0	0
My child gets the right amount of work to do at home.	24	57	12	0	7
The teaching is good.	53	41	3	0	2
I am kept well informed about how my child is getting on.	29	53	14	2	2
I would feel comfortable about approaching the school with questions or a problem.	60	33	5	0	2
The school expects my child to work hard and achieve his or her best.	53	41	3	0	2
The school works closely with parents.	29	59	9	2	2
The school is well led and managed.	59	33	2	3	3
The school is helping my child become mature and responsible.	43	53	2	0	2
The school provides an interesting range of activities outside lessons.	12	43	24	5	16