

INSPECTION REPORT

ST PAUL'S C.E. (V.A.) PRIMARY SCHOOL

Hereford

LEA area: Herefordshire

Unique reference number: 116886

Headteacher: Mr R Thomas

Reporting inspector: Phil Mann
23219

Dates of inspection: 18th-19th September 2000

Inspection number: 225281

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: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Hampton Dene Road
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Hereford

Postcode: HR1 1UX

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Appropriate authority: The governing body

Name of chair of governors: Mr J Bowler

Date of previous inspection: 15th – 18th September 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Paul's CE Primary School has 458 pupils on roll, aged four to 11, and is located in the outskirts of the city of Hereford. Most pupils live close to the school but some travel in from the surrounding area. It is a popular school with parents and the demand for places is high.

The average class size is 30 pupils. Three per cent of pupils are eligible for free school meals, which is well below average. The current circumstances of most families are above average. The attainment of many pupils when they start school is also above average. One per cent of pupils come from homes where English is an additional language, which is about average. The school has identified 13 per cent of pupils as having special educational needs. There are 36 pupils at the early school-based stages of assessment and provision. Currently, there are 12 pupils needing the support of outside agencies of whom nine pupils have a statement of special educational need. Currently, seven of these pupils are supported within the attached special needs unit. The proportion of pupils with special educational needs is about average overall.

The school's current aims and priorities are clearly identified within its development plan and are appropriate for the circumstances of the school. The school is exceeding the targets it has set itself to raise attainment in English and mathematics at Key Stage 2 and in reading and mathematics at Key Stage 1.

HOW GOOD THE SCHOOL IS

This is a good school with many strengths. It provides a caring Christian community for pupils to grow and learn and the quality of teaching and learning is good. As a result, standards of achievement are very high by the end of Key Stage 2 and these pupils achieve very good standards in many subjects and other aspects of their education. Pupils in all classes are eager to learn, very interested in their work and behave very well. The school is effective, well led and managed and gives good value for money.

What the school does well

- Standards of pupils' work are well above average in English, mathematics and science at the end of Key Stage 2. High standards of work are achieved in art, music and physical education at both key stages.
- Pupils' behaviour and attitudes to learning are very good.
- The quality of teaching is good in Key Stage 1 and very good in Key Stage 2 and teachers plan effectively to provide work that challenges pupils of all abilities.
- The moral and social development of the pupils is good.
- The arrangements for the care and welfare of pupils are good and teachers know their pupils very well, valuing them as individuals.
- Management provides clear direction for the work of the school and encourages teamwork amongst the staff and governors.

What could be improved

- The induction arrangements and curriculum provision for children under five.
- Communication with parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress on the key issues identified in the previous inspection in 1997. Consequently it has raised standards in many subjects, especially those in mathematics and design and technology. It has effectively addressed the key issues related to senior management and the development of the governing body's role. Effective monitoring of teaching and learning has resulted in greater challenge for higher attaining pupils and the raising of pupil standards overall.

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	
	1997	1998	1999	1999	
English	B	A	A*	A	very high A*
Mathematics	C	A	A	A	well above average A
Science	B	A	A	A	above average B
					average C
					below average D
					well below average E

By the age of 11 pupils achieve very high standards in English, mathematics and science and standards are well above average in the 1999 National Curriculum tests at the end of Key Stage 2. When comparisons are made with the results achieved by schools with similar circumstances, pupils also achieve very high standards. A steady trend of improvement has been maintained since the previous inspection. Pupils now achieve consistently well across the school as a result of good teaching in both key stages.

These high standards in tests were confirmed by inspection evidence for English, mathematics and science for 11 year olds, where attainment is well above average when compared to national expectations. A strong feature is the high proportion of pupils likely to attain the higher Level 5 in each of these subjects by the end of Key Stage 2. Pupils' achievements in mathematics are now well above average and an improvement on what was found during the previous inspection. Teachers make good use of previous learning as a firm basis for teaching new skills, providing good opportunities for pupils to use their skills in numeracy and literacy in many other areas of the curriculum. The strong emphasis on teaching investigative skills in science provides very good opportunities for pupils to apply their knowledge in a wide range of practical activities.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are very good across the school. Pupils display an enthusiasm for new learning and respond very well to teachers' lessons.
Behaviour, in and out of classrooms	Pupils behave very well in lessons. They play happily together in the playground and move very sensibly around the school.
Personal development and relationships	All pupils respond very well to the good opportunities for personal development. Older pupils display a sense of maturity when undertaking investigative and collaborative work. The school's caring ethos effectively promotes positive working relationships between staff and pupils and pupils themselves.
Attendance	Good; pupils want to come to school.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall and varies from satisfactory to excellent. These findings are an improvement on those of the previous inspection. Sixty-nine per cent of lessons was judged to be good or better and 24 per cent of teaching was very good or excellent. The best teaching was observed in Key Stage 2, where over half of lessons seen were good and just over a third was very good or better. No unsatisfactory teaching was observed during the inspection.

Teachers have high expectations of their pupils' academic performance. Planning is a strength of teaching and teachers identify their learning objectives clearly within lesson plans. Basic skills of literacy and numeracy are well taught throughout the school providing pupils with a good platform for their work in all other subjects. Teachers manage lessons very well. Two particularly strong features of teaching are the skilful deployment of questions and the use of subject-specific vocabulary in lessons to challenge pupils of all abilities. For example, in a Year 6 science lesson of very high quality the teacher used terminology such as 'molecules' and 'gravity' when talking about the effect of air resistance on a falling object. All teachers use visual aids and resources effectively to support pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad range of interesting opportunities for learning. The curriculum is enriched by the extra-curricular activities in Key Stage 2, especially in sport and music. However, the curriculum for children under five is underdeveloped.
Provision for pupils with special educational needs	Procedures for supporting pupils with learning difficulties are good and as a result they make good progress. Teachers plan well for these pupils in lessons.
Provision for pupils with English as an additional language	These pupils are supported well and make good progress in their learning
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall. Assemblies contribute effectively to moral and social development, which are particular strengths of the school. Teachers provide rich opportunities for pupils to work together in many subjects.
How well the school cares for its pupils	Teachers know their pupils very well. There are good assessment procedures in place to track pupil progress across the school. Child protection procedures are satisfactory and the level of care and welfare for pupils in the school is high.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher enables staff to work as an effective team and day-to-day management is good. Senior staff are clear about their roles and responsibilities, making an effective contribution to overall school improvement.
How well the governors fulfil their responsibilities	The governing body has continued to improve its working procedures and fulfils its legal responsibilities. It has established a range of effective links with the school in order to monitor and evaluate its work. Financial management is good and the school effectively applies the principles of best value.
The school's evaluation of its performance	The monitoring of teaching and learning across the school is very good and as a result, the standards of teaching have been raised. Procedures for evaluating the work of the school are effective and have resulted in the further raising of pupil standards.
The strategic use of resources	The school uses its resources effectively to enhance the learning opportunities for pupils. The school development plan provides clear direction for improvement but specific timescales and links with the budget are not clearly defined.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Forty per cent of parents returned a questionnaire and 35 parents attended a meeting with inspectors before the inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The progress that the pupils make.• The good quality of teaching.• The high expectations the school sets for the pupils.• The good standards of behaviour.	<ul style="list-style-type: none">• The consistency in the amount of homework set.• Communication.

The inspection team found evidence to support the parents' positive views. Throughout the inspection the quality of teaching seen was mostly good or better. Consequently, the teachers have high expectations of the pupils in their care. This results in very good standards of behaviour, positive attitudes to work and enables the pupils to make good progress with their studies.

A fifth of the parents expressed concerns about the amount of homework set. The evidence found during inspection did not, however, support their views and the teachers regularly and diligently set appropriate homework. A similar number of the parents who responded to the pre-inspection questionnaire thought that management and communication could be improved. Inspection findings support the judgement that the management of the school is good. The school has worked hard to develop a very comprehensive range of information for the parents. It recognises that more informal dialogue with the parents would improve the effectiveness of its communications with them.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of pupils' work are well above average in English, mathematics and science at the end of Key Stage 2. High standards of work are achieved in art, music and physical education at both key stages

1. By the age of 11 pupils achieve very high standards in English, mathematics and science and standards are well above average in the 1999 National Curriculum tests at the end of Key Stage 2. When comparisons are made with the results achieved by schools with similar circumstances pupils also achieve very high standards.
2. These high standards in tests were confirmed by inspection evidence for English, mathematics and science for 11 year olds. A strong feature is the high proportion of pupils likely to attain the higher Level 5 in each of these subjects by the end of Key Stage 2. Pupils' achievements in mathematics are now well above average and an improvement on the findings of the previous inspection. Teachers make good use of previous learning as a firm basis for teaching new skills and provide good opportunities for pupils to use their skills in numeracy and literacy in many other areas of the curriculum. The strong emphasis on teaching investigative skills in science provides good opportunities for pupils to apply their knowledge in a wide range of practical activities.
3. Skills in speaking and listening are very well developed. From the start of school in the reception classes most pupils speak confidently and are good at listening and by the end of Key Stage 2 most pupils very clearly articulate their views during discussions. They use a wide range of vocabulary, speaking with clarity and good use of grammar. Pupils get good opportunities to develop their skills in public speaking within class and in assemblies. For example, some pupils in Year 4 and Year 6 confidently read aloud their results of expressive writing at the end of lessons.
4. Pupils achieve high standards in reading. Throughout the school pupils are developing good phonic skills and use a good range of strategies to read unfamiliar words. Most pupils read fluently and with expression by the time they are in Year 6. Pupils' enjoyment of stories and their appreciation of a wide range of fiction is due to the way in which teachers help them to develop skills in analysing text and in understanding the features of different types of writing. Pupils make good use of the fiction and non-fiction books in the school and class libraries. They know how books are classified and confidently use contents and index pages to locate information.
5. Writing skills are well taught throughout the school and pupils are given good opportunities to use their skills in a wide range of activities. For example, as a result of very good teaching pupils in Year 6 produced a good range of work using the 'Elephant Child' by Rudyard Kipling. In this exercise the pupils were able to use the stimulus of the story to write a passage from another character's viewpoint in the style of the author. Poems and descriptive work include a lively use of vocabulary and well-punctuated sentences. In English lessons and in other subjects pupils produce a wide range of different types of writing such as play scripts, poems, newspaper reports, letters, lists and book reviews, as well as stories. Most pupils write in a joined style, with letters consistently sized and correctly spaced. The quality of presentation is good.
6. As a result of a clear, whole school approach to raising standards in mathematics skills in numeracy improve at a good rate and pupils have good opportunities to

practise basic skills in a variety of situations. The setting of pupils and the effective implementation of the numeracy hour are having a positive impact on the further raising of pupils' standards in mathematics. By the time pupils are in Year 6 they use a good range of strategies to manipulate numbers. For example, higher ability pupils use various techniques of halving and doubling to undertake multiplication of numbers. The recording of calculations is very good and this is assisting with pupils' understanding of the processes involved. Teachers also provide good opportunities for pupils to use a range of mathematical skills in other subjects such as data handling in information and communication technology.

7. As a result of consistently good teaching and an emphasis on practical activity, skills in scientific enquiry are well developed throughout the school. For instance, pupils in Year 2 are aware that mirrors need a light source to shine and reflect images following an exciting investigative activity in class. In this instance the teacher used a wide range of visual aids to enable them to understand the connection between light sources and reflection. All pupils are working at the appropriate level and higher attaining pupils know that the moon reflects the sun's light to the earth. This practical approach is followed throughout the school and by the time pupils are in Year 6 standards are very high. These pupils are very secure in their understanding of the principles of fair testing. They achieve very good standards in a range of topics from forces to electrical circuits as a result of very good teaching.
8. Standards in art, music and physical education are also high. Pupils make good use of colour, texture and tone in their paintings to represent the work of the famous artists. Pupils in one Year 6 music lesson were able to compose a melody using the pentatonic scale. These pupils displayed an ability to effectively record their compositions accurately for a later performance. Standards in physical education have been maintained at the same level since the previous inspection as a result of a good curriculum planning and a strong emphasis on skill development.
9. Improvements have been made to the teaching of design and technology and pupils now achieve standards that meet with national expectations. There has been a stronger focus on the development of processes and skills. This was clearly demonstrated in a lesson for Year 6 pupils where pupils had to make a cushion cover using a range of batik techniques using specialised tools carefully.

Pupils' behaviour and attitudes to learning are very good

10. The school's caring ethos effectively establishes positive working relationships between staff and pupils and pupils themselves. As a consequence, pupils' attitudes to learning are very good throughout the school. This is a key factor that contributes significantly to the academic standards that pupils achieve. Pupils enjoy coming to school, many are highly motivated and are keen to learn. Teachers are skilled in providing a good range of interesting activities and in sustaining a good pace to their lessons through questioning and well-timed support. As a result, pupils listen carefully, set about their work quickly and sustain very good levels of concentration. For example, a teacher of a Year 1 class made very good use of the first-hand experiences of pupils to interest and motivate their learning about the properties of familiar two and three-dimensional shapes in a mathematics lesson. A 'feely bag' provided a good stimulus to the activity and all pupils listened in rapt attention to their classmates' description of the shapes. Older pupils in Key Stage 2 listen very well to the contribution of their colleagues and sustain very good levels of concentration throughout their activities. Pupils reflect teachers' high expectations in the very good standards of presentation of their work. Pupils are proud of their efforts and are eager to share their work with adults.

11. Pupils' behaviour is of a very high standard. They move around the school sensibly and show consideration towards others. For instance, when entering and leaving the school hall at the beginning and end of assemblies pupils do so quietly. Pupils work and play well together even when not directly under adult supervision. They take a great responsibility for their learning, especially in co-operative practical investigations in science.
12. Relationships are very positive and they reflect the caring, Christian ethos of the school. Pupils relate very well to each other and to all adults in the school. They are friendly, polite and well mannered. Many pupils enthusiastically initiated conversations with the inspection team. The fruits of these positive relationships are seen in lessons, where pupils co-operate well in paired and group work, share tasks equally and organise their work without fuss.

The quality of teaching of is good in Key Stage 1 and very good in Key Stage 2 and teachers plan effectively to provide work that challenges pupils of all abilities

13. The quality of teaching is good overall and varies from satisfactory to excellent. These findings are an improvement on those of the previous inspection. Sixty-nine per cent of lessons were judged to be good or better. Twenty-four per cent of teaching was very good or excellent. The best teaching was observed in Key Stage 2 where over half of lessons seen were good and a just over a third was very good or better. No unsatisfactory teaching was observed during the inspection.
14. Basic skills of literacy and numeracy are well taught throughout the school, providing pupils with a good platform for their work in all other subjects. Subject knowledge is good and expertise is shared amongst the staff. Two particularly strong features of teaching are the skilful use of questions and the use of subject-specific vocabulary in lessons to challenge pupils of all abilities. For example, in a Year 6 science lesson of very high quality the teacher used terminology such as 'molecules' and 'gravity' when talking about the effect of air resistance on a falling object. All teachers use visual aids and resources well to support pupils' learning. For instance, in an excellent mathematics lesson for a set of lower ability pupils in Year 5 the teacher used visual aids such as 'mini whiteboards' very well to challenge and provide individual assessment of pupils' understanding of the key teaching points. This technique effectively enabled all pupils to make very good progress in their learning of multiplication strategies.
15. Planning is a strength of teaching and teachers identify their learning objectives clearly within lesson plans. This good planning ensures that the progress pupils make is consistent between the different classes in each year group and across the key stages. In the best lessons teachers effectively share these objectives with pupils at the start of the lesson and use them at the end to summarise the learning that has taken place. However, not all teachers use this practice consistently, with the result that opportunities are sometimes missed to use the knowledge gained of pupils' learning to inform the next stages of planning effectively.
16. Teachers manage lessons very well. They encourage all pupils to concentrate on their work and to make good progress. They achieve this through the very good working atmosphere created by their high expectations of behaviour and by clearly established classroom routines. In some lessons teachers allow small numbers of boys to stray off task but these pupils respond well to the prompts of the teachers to complete their work. All teachers have high expectations of what pupils can achieve

and provide good levels of praise for the pupils to motivate and encourage individual performance.

17. In all classes teachers match work well to pupils' abilities and the level of challenge for the higher attaining pupils is good. This is particularly so in the teaching of English and mathematics and is an improvement on the findings of the previous inspection. The teaching of mathematics to pupils in ability sets enables teachers to plan more effectively for the wide ranges of pupils' abilities, ensuring pupils make good progress across the school. Where teachers are most successful in providing achievable challenges for all pupils they use classroom support assistants very effectively to give extra help to individuals or to small groups of pupils. Teachers use information technology effectively to support pupils' literacy and numeracy skills and this is a good feature of the school.
18. As a result of the rigorous monitoring of standards across the school the quality of teachers' marking is consistently good across the school. Homework is used well to support further learning and provides good preparation for older pupils when they enter secondary school.

Provision for moral and social development of the pupils is good

19. Provision for pupils' moral development is good. Assemblies deal with moral themes and the school encourages pupils to develop a clear sense of right and wrong. Adults provide very good role models and pupils confidently discuss moral issues with them. They are encouraged to think about helping those less fortunate than themselves, which was clearly illustrated when many filled shoe-boxes with gifts for children in Kosovo and Romania. In history and geography lessons pupils are encouraged to think about the lives and conditions of other people. Pupils are encouraged to be polite, well behaved and tolerant to others.
20. Pupils' social development is well linked to moral development and these are strong features of the school. Adults encourage the pupils to work well together and to take responsibility in classrooms and around the school. For example, teachers provide good opportunities for boys and girls to work together to investigate and solve problems in science. The school is an orderly community. Occasions such as assembly, lunchtimes and playtimes are pleasant, providing pupils with a good framework for their continuing social development. They are friendly and welcoming to visitors and relate well to each other and their teachers.

The arrangements for the care and welfare of pupils are good and teachers know their pupils very well, valuing them as individuals

21. Procedures for the care and welfare of pupils are good. The health and care aspects of the school's work are strengths. The school has satisfactory arrangements for child protection which are fully understood by all the staff. The school monitors the progress of individual pupils effectively. It does this by collecting assessment information effectively, which is then stored electronically so that the senior management team can track individual pupil progress and identify trends in performance across the school.
22. The staff have a good working knowledge of the pupils. They use this to good effect in providing support and guidance for those in their care. All staff maintain detailed records of individual pupils which are shared with colleagues. This information is used effectively to plan for the next stages in pupils' learning.

23. The school is vigilant in identifying pupils who need extra help with their learning. Through working with the parents in discussing, planning and providing relevant support, it works hard to ensure that the pupils receive additional help when needed.

Management provides clear direction for the work of the school and encourages teamwork amongst the staff and governors

24. The headteacher provides clear educational direction for the work of the school and day-to-day management is good. The school has effectively identified its priorities in the wide ranging school development plan and this is an improvement on the previous inspection where it was a key issue. However, the lack of specific detail regarding budgetary implications and specific dates for some targets limit the plan's overall effectiveness. The school has made good progress on all of the key issues identified in the previous inspection report. A strength of the headteacher's style is the encouragement of teamwork between staff and governors. For example, following his lead the senior management has worked effectively with the staff to maintain and raise standards and provide a purposeful ethos within which pupils can learn. This is illustrated effectively in the improved pupil standards in mathematics at the end of both key stages. The expectations of what pupils can achieve by all staff are high, with the result that pupils make good progress in the majority of lessons and take a pride in their work. Co-ordinators maintain detailed management files and are fully involved in setting targets for the development of their subjects. The monitoring of teaching and learning is a significant strength of the school. The headteacher plays an active part in this role and professional meetings with individual members of staff provide a clear focus for further school improvement and a solid foundation for future performance management.
25. The governing body is effective in fulfilling its role. It has delegated responsibilities appropriately and governors are fully involved in monitoring and evaluating the work of the school. Financial management is good and the school makes good use of its resources. It uses computers well to support pupils' learning. A considerable proportion of the budget surplus has been allocated to a range of capital works for improving the building and site. In consideration of the good quality of teaching, the high standards achieved by pupils and the comparatively low cost per pupil, the school provides good value for money.

WHAT COULD BE IMPROVED

The induction arrangements and curriculum provision for children under five

26. The curriculum for children under five is underdeveloped. At present there is an imbalance in the emphasis suggested by the curriculum guidance for the Foundation Stage in all areas of the curriculum. For instance, not enough opportunity is provided for children to engage in and select activities and resources independently.
27. In the areas of communication, language and literacy and mathematical development, the staff work hard to provide a range of activities, but some of these are not suitable for children in the foundation year. Staff have not yet assessed the maturity and ability of children and the work is not suitable for what individual children can do or need to learn. For instance, children spent time colouring in a worksheet without understanding its purpose and others found a workcard difficult to follow when they had to thread beads in a pattern. The format of the literacy and numeracy strategy is followed too formally for children at this early stage of the foundation year. The present approach to the curriculum limits the children's ability to talk to each other or plan with each other what they will do next.
28. Some sessions are too structured with the result that children have limited opportunity to explore aspects of knowledge and understanding of the world and creative activities. Sand and water are not routinely available for them to play with.
29. The physical aspect of the curriculum is underdeveloped. Specific plans are not made for the outdoor curriculum to build on children's developing skills to promote confidence and independence especially for vigorous play. Children are not able to move spontaneously between indoor and outdoor environments, although the facilities are available to do so in the very attractive outside area.
30. The school's arrangements for the induction of children into the reception class are currently inadequate. Not enough time is given to prepare children for the change to a full day at school from a setting where pre-school attendance has been part-time. Some children find the school day too long and have difficulty in sustaining concentration, especially when lessons are too structured and the curriculum demands are inappropriate for children of this age.
31. The expertise of the nursery nurses is not fully used especially in literacy and numeracy sessions. The tasks they perform at present do not reflect their high level of training and obvious skills.

Communication with parents

32. Since the previous inspection the school has worked hard to develop a very comprehensive range of formal information for parents. Much of this is very detailed, informative and provides opportunities for parents to become fully involved in the life of the school and their child's learning. The procedures for consulting with parents and asking their views are, however, underdeveloped and consequently senior staff and governors are not fully aware of all parents' views about changes to school routines, such as changing the times for the end of the school day. The headteacher and the governing body have recognised that more informal dialogue with the parents would further improve the school's overall effectiveness.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. In order to further develop the effectiveness of the school, the governors, headteacher and staff should:
- improve the curriculum provision for children in the Foundation Stage by:
 - ensuring that planning provides a balance between teacher-directed and child-initiated activity;
 - planning activities that are carefully matched to the individual needs of children;
 - fully utilising the skills and expertise of all nursery staff;
 - improving the induction procedures for children starting in the reception class;
 - improving the school's communication links with parents by:
 - developing procedures that ensure effective opportunities to improve consultation and dialogue with parents.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
10	14	45	31	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)	458
Number of full-time pupils eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	9
Number of pupils on the school's special educational needs register	58

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	3
National comparative data	5.4

Unauthorised absence

	%
School data	0.04
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	36	32	68

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	32	35
	Girls	32	32	32
	Total	65	64	67
Percentage of pupils at NC level 2 or above	School	96 (93)	94 (97)	99 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	35	35
	Girls	32	31	32
	Total	65	66	67
Percentage of pupils at NC level 2 or above	School	96 (88)	97 (97)	99 (95)
	National	82 (81)	86 (79)	87 (86)

Percentages in brackets refer to the year before the latest reporting year (1998)

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	34	35	69

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	31	31
	Girls	35	32	34
	Total	66	63	65
Percentage of pupils at NC level 4 or above	School	96 (85)	91 (74)	94 (88)
	National	70 (65)	69 (69)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	28	32
	Girls	32	31	31
	Total	62	59	63
Percentage of pupils at NC level 4 or above	School	90 (85)	86 (77)	91 (88)
	National	68 (71)	69 (65)	75 (65)

Percentages in brackets refer to the year before the latest reporting year (1998)

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	2
Bangladeshi	0
Chinese	1
White	422
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	1
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)	17
Number of pupils per qualified teacher	27:1
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	150

Financial information

Financial year	1999/2000
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	£
Total income	664,238
Total expenditure	636,572
Expenditure per pupil	1,372
Balance brought forward from previous year	53,354
Balance carried forward to next year	81,020

Results of the survey of parents and carers

Questionnaire return rate 39.7%

Number of questionnaires sent out	458
Number of questionnaires returned	182

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	48	4	1	1
My child is making good progress in school.	36	49	7	1	5
Behaviour in the school is good.	35	57	4	0	3
My child gets the right amount of work to do at home.	19	54	18	2	6
The teaching is good.	40	50	4	0	6
I am kept well informed about how my child is getting on.	23	53	18	1	5
I would feel comfortable about approaching the school with questions or a problem.	42	46	9	2	1
The school expects my child to work hard and achieve his or her best.	49	46	3	0	1
The school works closely with parents.	22	58	16	2	2
The school is well led and managed.	21	53	17	3	5
The school is helping my child become mature and responsible.	31	57	5	0	5
The school provides an interesting range of activities outside lessons.	18	46	21	4	11