

INSPECTION REPORT

GILDEN SUTTON C of E PRIMARY SCHOOL

Chester

LEA area: Cheshire

Unique reference number: 111273

Headteacher: Mr John Spencer

Reporting inspector: Ms Vreta Bagilhole
17517

Dates of inspection: 27th – 28th May 2002

Inspection number: 230683

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Arrowcroft Road Guilden Sutton Chester
Postcode:	CH3 7ES
Telephone number:	(01244) 300353
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Evans
Date of previous inspection:	17 th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Guilden Sutton Church of England Primary School is a school of 218 children. There are 105 boys and 113 girls. It is a very popular school situated in a village close to the town of Chester. While many children live within the vicinity, just under half come from out of the immediate area. The school is about the same size as other primary schools. There are seven classes and the average class size is 31. Three per cent of pupils are entitled to free school meals, which is below average. The vast majority of pupils are from a white, UK heritage with a very small number from an ethnic minority background. The pupils live mainly in privately owned housing in the area. The percentage of pupils identified as having special educational needs (14 per cent) is below the national average. There is one pupil with a statement of special educational need and one pupil who has English as an additional language. Children enter the reception in the year in which they are five. Most have attended a local playgroup or nursery before starting school. The attainment of children on entry to the reception class is above average.

HOW GOOD THE SCHOOL IS

This is an effective and very successful school. Standards are high and pupils achieve very well and are enthusiastic learners. The teaching is very good. Leadership and management are good. There is a strong commitment to maintaining successful practice and the school is in a good position to raise standards further. The school works very well to include everyone and provides good value for money.

What the school does well

- High standards in English, mathematics and science.
- The work in art and design is of high quality.
- Teaching is very good throughout the school.
- Pupils are very enthusiastic, mature and well behaved.

What could be improved

- The partnership with parents.
- The school development plan.
- The finishing time for pupils in Years 3 - 6.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997 and it has made good improvement since then. The high standards in English, mathematics and science have been maintained and standards in physical education and design and technology have improved significantly. Standards in art and design are now high and the school meets the statutory requirements for child protection and physical education. There are subject leaders to manage all subject areas and the programme of visits is now very good. There has been very good improvement in the creative elements of the curriculum. However, as mentioned in the last report, there are still a significant number of parents who are not happy with some aspects of the school. The school is in a good position to make further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A*	A	A
mathematics	A*	A*	A*	A
science	A*	A	A	A

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

The school sets itself challenging targets and achieves them. Standards in English, mathematics and science at this school are high and have been maintained at these levels over the last three years. In the 2001 national tests the school's performance in mathematics for pupils aged eleven was in the highest 5 per cent nationally. Inspectors confirm the picture presented by the test results. Standards in science are good, but not as good as those in English and mathematics, because pupils in Year 6 spend too much time completing previous test papers and do not have sufficient opportunity to design their own test and plan how they will record and present it. The tests for pupils aged seven for 2001 show that standards were well above average in writing, above average in reading and average in mathematics. Teachers' assessment in science was high. In comparison to those in schools with a similar intake, standards were above average in writing and below average in reading and mathematics. Indications from the tests for seven-year-olds in 2002 and inspection evidence show standards in reading, writing and mathematics to be significantly higher this year. Standards in art and design are very high and pupils throughout the school explore and develop ideas in all aspects of the subject, producing excellent and highly pleasing results. By the end of Year 6, pupils attain above expected standards in information and communication technology (ICT), history and design and technology and all year groups make good progress. In all other subjects, standards are at least at the expected levels, if not better. The children in reception achieve the expected levels for their age and many exceed them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Children in the reception year make very good progress in their personal, social and emotional development. Pupils in Years 1-6 have very positive and enthusiastic attitudes.
Behaviour, in and out of classrooms	Very good. Pupils show respect for adults, other children and resources. They are very polite and well mannered, although there is some unsatisfactory behaviour by a small group of pupils. There have been no exclusions.
Personal development and relationships	Very good. Pupils of different ages work very effectively together. Relationships are very good. Pupils have been consulted and involved in the positive improvements to the playgrounds and library.
Attendance	Very good. The attendance rate is very high.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very 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 and learning in the reception class and all year groups is very good. Teaching has a significant impact on the high standards achieved by the pupils. The main strengths in teaching are in the thoroughness that the attainment targets are taught and in the planning and preparation of lessons to meet the needs of all abilities. Lessons are interesting and motivating and often inspire the pupils to do their very best. Teachers have high expectations of the pupils and lessons are challenging and have a brisk pace. Teaching in English and mathematics is very good and the skills of literacy and numeracy are taught very well. Teaching assistants provide very good support. Teaching and learning in science are also very good in most classes and enable pupils to learn scientific principles well, although much of the recording in Year 6 is on teacher-prepared charts and tables. Teaching is very good in art and design and good in information and communication technology. Pupils show a large amount of intellectual, physical and creative effort in their work and concentrate very well during lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a very rich, broad and balanced curriculum. There is a very good programme of educational visits.
Provision for pupils with special educational needs	Good. Pupils with special educational needs receive good support and progress well towards the targets set in their individual education plans.
Provision for pupils with English as an additional language	Good. Pupils receive good support from the school and outside agencies.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good. There is very good provision for pupils' spiritual, moral and social development and an effective system to support pupils' personal, social and health education. Pupils are well prepared for life in a culturally diverse society.
How well the school cares for its pupils	Good. The staff are caring and know the pupils well. An impressive feature is that all Year 5 pupils do a seven-week course in first aid. The school is developing a very good system for recording pupils' attainment and progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. There is a strong commitment to improvement and success. Good delegation ensures the effective contribution of staff with management responsibilities.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive and attend appropriate training, but need to be more involved in development planning and shaping the direction for the school.
The school's evaluation of its performance	Good. The school is successful in raising standards in those areas it has prioritised. However, there is no clear plan of action for many other aspects of the school such as the developing role of the governors and the partnership with parents. Because of this, the school development planning has weaknesses.
The strategic use of resources	Good. The school manages and uses its resources well and priorities for development are appropriately financed. Best value principles are applied well to the purchase of goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour is good. • Teaching is good. • The school has high expectations. • The school helps children become mature and responsible. 	<ul style="list-style-type: none"> • They are not well informed about their children's progress. • The school does not work closely with parents and they do not feel comfortable in approaching it with questions or problems. • They would like more activities outside lessons.

Inspectors are in full agreement with the positive views of parents. The inspection team finds that the present number of opportunities to discuss their children's progress is acceptable but the school could consult with parents about the best time to have these meetings within the school year. Extra-curricular activities are satisfactory. Nevertheless, the partnership with parents is not as good as it could be. There is a need for more dialogue between the parents and the school, as a significant number of parents feel that the school does not work closely with them.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

High standards in English, mathematics and science.

1. Pupils throughout the school make good progress in English and mathematics. By the age of eleven, standards are high in English and science and very high in mathematics. Standards have been maintained at these high levels since the previous inspection. The National Literacy and Numeracy Strategies have been implemented very effectively and ICT is used well to improve pupils' skills in all classes. Pupils, including those with special educational needs and those who are higher attainers, make good progress.
2. Throughout the school, pupils' speaking and listening skills are well above average. Pupils listen closely to staff and other pupils and express ideas confidently and enthusiastically. They have a good command of spoken English. Drama and role play make a good contribution to the standards the pupils achieve. Pupils of all ages also talk confidently with visiting adults. In Year 6 the town crier visits the school and teaches pupils the art of public speaking, following which the pupils give presentations to parents and act as apprentice town criers in Chester. Pupils are very good readers and writers. Children in the reception class do very well in communication, language and literacy and many exceed the expected levels by the time they begin Year 1. In reception and in Years 1 and 2, pupils avidly read books and show great enjoyment of them. They enter the school with above average levels of attainment and make good progress because of the very good teaching and the rich curriculum provided. Children in reception can confidently read a big book with their teacher and read out the title and author's name. The teacher uses a 'magic key' to inspire them. The children all get smaller when the key appears. In preparation for writing stories, the children have a 'talking partner' and discuss a setting for a story, such as a candle factory. They write sentences, using capital letters and full stops and use their writing skills well in their other work, such as describing in science the tastes they like or dislike. Pupils in Years 1 and 2 read accurately and with increasing fluency. They have formed clear views about the books they like to read. They produce very good class books on their favourite poems and write cartoon stories and an account of their visit to Manchester airport, during which they become 'stewards' or 'stewardesses'. Pupils in Year 1 make very good progress when they write and discuss rules for giants. Pupils in Year 2 further their understanding of caption writing because lessons are thoroughly prepared and resources such as photographs are very well used.
3. By the end of Year 6, standards are high in all aspects of English. Pupils in Years 3 - 6 write in a range of forms and stories, are creative and show imagination. The writing is lively and thoughtful. By the end of Year 6, pupils show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. They are proficient readers and can identify links between story lines and empathise with characters. One pupil defines empathise as meaning 'feeling their emotions'. Pupils take on the part of a character and sit in the 'hot seat', answering questions from the class. They respond very well to each other, listening carefully and taking into account what they say. Poems written by the pupils cover a very good range of styles. Pupils evaluate their own writing and apply knowledge of spelling conventions and grammar very well. Handwriting is joined, clear and very fluent, and all work is presented meticulously with very good attention to the layout.
4. There are very good links with ICT and subjects such as history and the Internet is well used for research. Pupils in Year 2 email Father Christmas and those in Year 6 email parents about a computer survey. In all classes, the writing about history topics such as 'the Greeks' and 'the Egyptians' is of a high standard and very well presented. Year 6 produce a newspaper called GS.Com, about schools through the ages, and 'The Daily Tutankhamen'. The children in reception listen to talking stories and read their reading scheme, showing good mouse control as they turn the pages.

5. Standards in mathematics are very high by the end of Year 6. From the moment they enter reception the children make good progress in their learning and achieve the expected levels by the end of the year, with many exceeding them. They have a good understanding of numbers to 10 and can do simple addition and subtraction using the correct vocabulary. Pupils in Years 1 and 2 make good progress in all aspects of mathematics. They are strong in using number facts and in responding quickly to mental arithmetic questions. They develop a good range of strategies for mental work and explain them to others. Pupils are quick to say whether statements such as $17+5=11+11$ are true or false. They do simple multiplication and division. Year 1 measure in kilograms and centimetres and have a good understanding of time. Year 2 can count in 3s, 4s, and 5s and work with fractions, including quarters. They make good progress in shape, space and data handling. They know two and three-dimensional shapes and do a graph of shoe sizes. Although standards are good in Year 2, there is a tendency to complete too many past test papers and pupils are not as good as they could be at recording their own work.
6. Pupils make very good progress in Years 3-6 and by the age of eleven they attain very high standards. The standard of recording work in books is excellent. Pupils in Year 3 become good at using large numbers and calculating with all four number operations. They solve problems with money and match fractions to decimals. Effective questioning by the teacher ensures that pupils communicate using precise mathematical language. In Year 5 pupils order, add and subtract negative numbers in context. They work out percentages, find out how many seconds in an hour and convert foreign currency into pounds. They are very good at presenting their methods and reasoning using a wide range of mathematical language, diagrams and charts. They find the probability of Manchester United winning the premiership and construct graphs to show the number of goals scored. Pupils in Year 6 are efficient at making mental estimates of the answers to calculations such as half of 3.6 and are very good at explaining their reasoning. They are able to present, interpret and handle data very well and do it independently and with confidence. After discussing predictions, they find out the most commonly used words in the alphabet by scanning a piece of text and record their findings using a tally cart and block or pie chart. ICT is well used to support the work in mathematics and a good example was in Year 3 when pupils used software to help with fractions and decimal problems.
7. Standards in science are also high. The youngest pupils make very good progress in observing living things and asking questions about the world around them. Pupils in Years 1 and 2 use simple equipment and make observations related to scientific tasks and explain what they have done to others. Reception children closely observe their skin, hair and eyes through an 'Intel microscope' making very good use of ICT. They use a digital camera to take photos of bulbs growing. Year 1 pupils make very careful observations of the growth of a plant. Pupils in Year 2 investigate vehicles travelling down a slope and make suggestions about how to make the car travel faster. They set up the equipment and show a clear understanding of fair testing. Pupils in Year 4 recall their previous knowledge about magnetism and make good progress in furthering their understanding showing knowledge of terms such as 'repel', 'attract' and 'pole'. They are good at recording their observations. By the end of Year 6 pupils can measure and compare pulse rates very competently and record these on a chart. They show a good understanding of the scientific principles about living things, materials and their properties and physical processes, drawing conclusions that are consistent with the evidence. However, standards by the end of Year 6, are not quite as good in science as they are in English and mathematics, because pupils spend too much time completing past test papers. The worksheets provided restrict pupils' opportunities to record results and to plan and carry out their own investigations. ICT is not yet prominent enough in the science curriculum.

The work in art and design is of high quality.

8. From the moment you enter the school and take a walk around, the high standards in art and design are evident. The children in reception and pupils in Years 1-6 make very good progress and the standards are well above those expected. A lot of the work is outstanding. This has been achieved since the last inspection, when standards fell below National Curriculum expectations. The improvement since then is very impressive. The present standards have been achieved by

effective leadership, improved planning, training and a huge team effort by all those involved, including input from a professional artist and the introduction of art days each half term for both the older and younger pupils. The excellent provision includes painting, drawing, printing, 3D, collage work and textiles, and there are high-quality portfolios showing examples and the range of the work completed. There are very good links to work in other subjects, particularly ICT, history and science.

9. In reception and Years 1 and 2, the progress of pupils is very good and standards are high. Pupils work on their own and collaborate with others on projects in two and three dimensions and on different scales, using a range of materials and processes. They construct striking large 3D models of a giraffe in the reception and of dinosaurs in Years 1 and 2. The large models are constructed out of junk boxes, wire and polystyrene and small ones are built with Lego and flexistraws. Year 1 make a collage of bean seeds growing, using paint, tissue, cellophane and linen, employing green pipe cleaner for stems. Year 2 make puppets and give a puppet show, painting the backdrops. They do impressive drawings of hazel catkins, showing very good observational skills. Pupils understand the processes of batik and wax resist and make striking large flower heads around wire frames. Several methods of printing are also explored using William Morris designs for inspiration. The large and small drawings and paintings in the style of Lowry are outstanding and show good evidence of how the pupils have adapted and improved on original drawings.
10. This very good progress continues in Years 3-6. Pupils in Year 4 produce paintings of Greek vases and do pencil portraits of class members in the style of Raphael. Impressive paintings of coke cans in the style of Andy Warhol are produced in Year 5 and pupils take digital photos of the class and then paint hair and clothing to produce bright abstract portraits. They show a very good understanding of perspective and draw churches, spires and towers. During an art day, pupils in Years 3-6 study Tudor costume and paint portraits. They discuss each other's work and choose four pieces to increase in size and detail. They do very good pictures to show movement and draw and paint a ballerina. Printing at this key stage includes designing and making blocks for weather symbols and printing them off. Pupils construct larger than life 3D angels and make a chair out of straws after studying Van Gogh's picture.
11. ICT is very well used to further skills in art and design. The children in reception soon become confident with drawing and painting software and make pictures such as those of a crocodile and flowers. Year 1 and 2 pupils make very good use of the overhead projector to reproduce large Lowry paintings. Year 4 pupils design a Greek vase showing very good attention to detail and Year 5 pupils produce very good pop-art images using the digital camera.

Teaching is very good throughout the school.

12. The quality of teaching and learning in the reception class and all year groups is very good and has improved from the very good standards found at the last inspection. This is because teaching in the foundation subjects observed during the inspection is now as good as that in English and mathematics. There has been very good improvement in the teaching of art and design, and design and technology since the last inspection. Teaching has a significant impact on the high standards achieved by the pupils. During the inspection lessons were observed in English, mathematics, science, art and design and physical education.
13. The main strengths in teaching are in the thoroughness with which the attainment targets are taught and in the planning and preparation of lessons to meet the needs of all abilities. Lessons are interesting and motivating and often inspire the pupils to do their very best. Teachers have high expectations of the pupils and lessons are challenging and have a brisk pace. Teaching in English and mathematics is very good. In English lessons the teachers provide very good opportunities for the pupils to extend their speaking and listening skills. They do this by very effective questioning and being clear about what is to be learnt. The teachers engage all pupils and encourage full participation. In a Year 1 lesson the lively, animated approach from the teacher enabled the pupils to make good progress in their learning about letter sounds and in writing their

rules for giants. In a Year 6 lesson the teacher employed the 'hot seat' very effectively for pupils to display their knowledge about the characters in 'Skellig'. She challenged and supported pupils very well during writing tasks. In mathematics the teacher displayed her high expectations clearly but sympathetically to the class and asked them after a period of recording, 'Why do you think that pupil X has done so much?' Sessions at the end of lessons are very good in all classes and give the pupils the chance to review their learning and clarify points as well as challenging them further. The pupils respond very well, often displaying excellent attitudes. Pupils rapidly acquire new skills, knowledge and understanding and are also deeply involved in the consolidation, practice and application of existing skills. This is as true for the youngest children in reception who show high levels of interest and excitement towards learning and concentrate very well. Teaching assistants provide very good support and know their role well. They help to maximise the progress that pupils with special educational needs make.

14. Teaching and learning in science are also very good in most classes and pupils learn scientific principles well. In a very good lesson in Year 2, pupils make suggestions on how to make a car travel faster. They predict and set up equipment enthusiastically and the teacher encourages them to think and work like scientists. Scientific principles are also very well taught in Year 6, as seen in a lesson on pulse rate and fitness, but much of the recording is on produced charts and tables. Also, not enough time is provided for the pupils to design their own test and plan how they will record and present it. Teaching is good in ICT and the computers in classrooms are well used. During the inspection pupils' learning in Year 4 was very good when using the computer in art to make a detailed drawing of a Greek urn and also in all classes when applying their literacy and numeracy skills. There is a good portfolio of pupils' work from all classes being developed in ICT. One example of this is the digital photos taken by the pupils in Year 5 and painted over in the style of Hockney.
15. The impressive improvement in the teaching of art and design is clearly visible from lessons and the high quality displays around the school and in portfolios. Pupils' learning has been accelerated by a complete reorganisation of the curriculum, improved training for staff and the use of professional artists. Pupils show a large amount of intellectual, physical and creative effort in their work. Techniques such as drawing, painting and printing are very well taught and very good use is made of books, illustrations and prints to use as examples. Because of this, pupils in Year 5 have a very good understanding of terms such as 'abstract', 'perspective' and 'pop art' and they produce creative and imaginative results which are also technically competent.
16. The management of the vast majority of lessons is very good, although there are some difficulties with a few pupils who present challenging behaviour. Because of this a physical education lesson seen during the inspection was unsatisfactory. Although no more lessons were observed in physical education, teachers' planning, discussions with pupils and the school's success in local competitions indicate that there has been good improvement since the previous inspection and that teaching is at least satisfactory overall.

Pupils are very enthusiastic, mature and well behaved.

17. Pupils' attitudes are very good and often excellent in lessons. Pupils listen to the teacher and each other very well and respond to questions with enthusiasm. They are confident and able to express their views very clearly and politely. They are serious about their work, show maturity and can collaborate very well with adults and their peers. The vast majority are very well behaved, friendly and articulate and have high levels of concentration. This has a very good impact on the standards they achieve.
18. The youngest children in reception play very happily together and are good at sharing equipment and toys. They are becoming skilled negotiators. One child says, 'I'll make you a deal. You can have more blocks if I can have my pirate back.' They develop good social skills as they learn quickly from the older pupils in the playground and assemblies. The children know how to behave well and they show respect for their teacher and other adults as well as their friends in the class.

Two girls were extremely caring for a boy who was upset. In lessons, they listen very well and follow instructions willingly. The children are very confident when talking about their work.

19. Pupils show high levels of care towards adults and other pupils. Boys in Year 6 are quick to move obstacles in the classroom so that adults can move safely around. In lessons pupils are very involved in their work and participate fully at all times. They contribute well to sessions at the end of lessons and are very keen to share what they have found out about or accomplished. When asked by the teacher for any more ideas about the meaning of 'Skellig' a lower attaining group declared, 'We have loads of ideas'. Pupils in Years 1-6 are highly motivated because of the very good teaching and the very good provision made for their spiritual, moral, social and cultural development. This includes a very good programme of visits such as those to a science museum and an art exhibition. There are good opportunities in the curriculum to promote cultural development such as the life and culture of the Iranian people and the study of music and African art. Pupils take part in Tudor days, Egyptian art days and Victorian days and enjoy recounting how interesting and instructional they were. The pupils have a very good understanding of the problems experienced by refugees. Five Kosovan refugee children were part of the school community for a year. The school has continued to support the families through fund raising and presents which are taken to the families in Kosovo. In assemblies with the vicar or staff, the pupils respond very well and the sense of the school community is very strong. In wet playtimes the pupils respond very well and organise themselves into the good variety of available activities.

WHAT COULD BE IMPROVED

The partnership with parents.

20. There is a difference between the views of the parents and the understanding the school has of its partnership with them. There has been some good improvement since the previous inspection. Areas which gave parents cause for concern at that time, such as the programme of visits and the physical education programme, are now very good. Inspectors found the school to be a happy and thriving community. Nevertheless, a significant proportion of parents still feel that the school does not work closely with them and there is a need for more dialogue between the parents and the school to establish exactly why the parents are unhappy and how to move forward from this unsatisfactory situation.
21. Most parents are very happy with the standards the school is achieving. They think the teaching is good and their children like school. Behaviour is good and the school has high expectations and helps their children become mature and responsible. The school's information to parents through letters, the prospectus and the annual report is satisfactory. The school has consulted parents resulting in the positive improvements to the playgrounds and library. The school has invited the parents to a large number of events such as regular concerts, harvest suppers and book days and informal meetings over cheese and wine. The pre-school group is invited to use the library and play facilities. Recently parents and pupils raised £15,000 to enable a Kosovan child to receive much needed hospital treatment in this country. Some parents would like more opportunities to discuss their children's work in addition to the two already offered by the school. The inspection team finds that the present number is acceptable and does not have a detrimental effect on the standards pupils obtain, but the school could consult with parents about the best time to have these meetings within the school year. A large proportion of parents want more activities outside lessons. Inspection evidence shows that extra-curricular activities are satisfactory.
22. A significant number of parents at the meeting and in the questionnaire responses, however, still feel that the school does not work closely with them. They do not feel comfortable in approaching the school with a question or a problem and feel that they are not listened to. As was expressed at the last inspection parents would like more opportunities to come together as a community and work with the school. The school has consulted parents in the past, but the present generation of parents has not been asked for their opinions on such matters as the formation of a parent-teacher association.

23. Parents make a good contribution to children's learning and the work of the school. They support the school well by helping in events in school such as the art days, accompanying residential visits and ensuring that their children attend regularly and on time. They have an important effect on their children's progress in reading by listening to them read at home.

The school development plan.

24. Leadership and management are good and there is a very clear sense of purpose in the school. There is a very strong commitment shared by all staff to improvement and success and the school is efficiently run. The school ensures that all pupils achieve as much as they can both academically and in their personal development. Subject leaders have a clear vision for the future development of their subjects and have put these plans on paper. The headteacher provides strong leadership, delegates key areas and supports his staff very well. Statutory requirements are largely met. Standards in foundation subjects such as art and design, and design and technology, have risen impressively. These represent good improvement since the last inspection. Leadership and management have a very strong impact on the high standards achieved by the pupils. The headteacher encourages and achieves high standards in the pupils' work and relationships.
25. The performance management of staff is effective and progressing well. The school carefully analyses national test results. The governors know the strengths of the school and are about to increase their understanding through planned classroom visits and local education authority courses. They fulfil their responsibilities appropriately and have great confidence in the headteacher and his team of staff. However, there has been insufficient dialogue between the school and the parents. A significant number of parents feel that the school does not work closely with them. Also, as identified in the last report, there is a lack of documentation for strategic and development planning, and improvement has not been good enough. The school development plan has identified appropriate priorities within the school such as establishing an effective and consistent system for recording the progress of pupils. However, it is weak because it does not display a clear vision for whole-school development in the long and short term or show how that will be accomplished and evaluated. It does not contain any detail on the developing role of the governors in shaping the direction of the school or the plans for improving the monitoring of teaching and learning and the partnership with parents. The governing body does not fulfil its role as a critical friend to the school and ensure that it has a detailed knowledge of its weaknesses as well as the strengths so that it can be fully effective in shaping its future direction and measuring its performance.

The finishing time for pupils in Years 3 - 6.

26. The last report stated that 'due to the different finishing times for Key Stage 1 and Key Stage 2, younger pupils with older siblings have to wait outside school for at least two and a half hours a week at the end of the school day; in the best interest of the children, the times should be the same'. The school has reviewed this issue but has decided to take no action. The school should now discuss the advantages and disadvantages of school finishing times with parents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. The school should:
- (1) improve the partnership with parents by consulting with and listening to them and taking effective action to address their concerns;
(paragraph 21)
 - (2) improve the school development plan by covering all current and future plans for school development and improvement including:

- increasing the involvement of the governors in shaping the direction of the school so that they provide challenge as well as support;
- monitoring the quality of teaching and learning more systematically;
- improving the partnership with parents;

(paragraphs 21, 24)

- (3) involve parents in resolving the problem of different finishing times for pupils.

(paragraph 25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	3	0	1	0	0
Percentage	0	69	23	0	8	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than seven percentage points.

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	218
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.4

Unauthorised absence

	%
School data	0.0

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	16	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	16
	Girls	17	17	17
	Total	31	30	33
Percentage of pupils at NC level 2 or above	School	94 (97)	91 (97)	100 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	16
	Girls	17	17	17
	Total	31	33	33
Percentage of pupils at NC level 2 or above	School	94 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	22	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	22
	Girls	12	12	12
	Total	33	33	34
Percentage of pupils at NC level 4 or above	School	97 (97)	97 (97)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	22
	Girls	12	12	12
	Total	33	33	34
Percentage of pupils at NC level 4 or above	School	97 (97)	97 (97)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	209
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	30
Average class size	31

Education support staff: YR– Y6

Total number of education support staff	3.4
Total aggregate hours worked per week	109.5

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/2001
	£
Total income	451441
Total expenditure	459295
Expenditure per pupil	2023
Balance brought forward from previous year	54522
Balance carried forward to next year	46668

Recruitment of teachers

Number of teachers who left the school during the last two years	0.6
Number of teachers appointed to the school during the last two years	1.0
Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.8
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1.0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

218

Number of questionnaires returned

116

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	3	1	0
My child is making good progress in school.	53	41	4	0	1
Behaviour in the school is good.	66	34	1	0	0
My child gets the right amount of work to do at home.	43	42	13	1	1
The teaching is good.	61	31	2	1	4
I am kept well informed about how my child is getting on.	30	35	26	6	1
I would feel comfortable about approaching the school with questions or a problem.	35	41	10	13	0
The school expects my child to work hard and achieve his or her best.	69	27	2	0	3
The school works closely with parents.	19	31	25	24	0
The school is well led and managed.	42	44	7	1	4
The school is helping my child become mature and responsible.	53	42	1	0	3
The school provides an interesting range of activities outside lessons.	14	21	38	22	5