

INSPECTION REPORT

ALDRYNGTON PRIMARY SCHOOL

Earley, Reading

LEA area: Wokingham

Unique reference number: 109850

Headteacher: Mrs E. Stewart

Reporting inspector: Dr Eric Peagam

14943

Dates of inspection: 24th – 25th September 2002

Inspection number: 246944

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Off Silverdale Road Earley Reading Berkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J. Allen
Date of previous inspection:	March 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Aldryngton is an average sized primary school, which provides education for girls and boys from 5 to 11, located in Earley, which is a suburb of Reading. Since the last inspection, local government changes have resulted in the school being in the area of the Wokingham Unitary Authority. The school is at, or near capacity for most of the time and there regularly are more pupils applying to attend the school than it can accommodate. At the time of the inspection there were 280 pupils on roll with slightly more boys than girls. Pupils have above average levels of attainment on entry, they largely come from favourable economic backgrounds and there are none currently eligible for free school meals. There is a higher than average proportion (13 per cent) of pupils from minority ethnic backgrounds. The number of pupils (8 per cent) for whom English is not the language used at home is high but few of these are at an early stage of learning English. The overall proportion of pupils with special educational needs is below average at 14 per cent but the number of pupils with statements is broadly in average at 1.4 per cent. There have been significant staff changes during the last two years including the appointment of the present headteacher in September 2000.

HOW GOOD THE SCHOOL IS

This is a highly effective school that achieves very high standards in most key areas. Pupils' performance in English, mathematics and science, measured in national tests is consistently very high. Very good curriculum provision, supported by very good teaching, enables pupils with a range of needs and abilities to make very good progress in acquiring skills and knowledge. The school is very well led, with a clear set of aims and these are very effectively implemented as a result of the very good management at all levels. When these strengths are set against shortcomings in information and communication technology (ICT), the school gives good value for money.

What the school does well

- Very good teaching supported by high quality planning ensures that pupils attain very high standards in literacy and numeracy.
- Very good leadership and management ensure that the school achieves its aims very well and has a good awareness of its strengths and areas for development.
- A very high level of care for pupils and very effective promotion of their personal and academic development, linked to very high expectations results in a very strong ethos.
- The school provides very well for pupils' all-round personal development and promotes responsibility and independence very effectively.
- The school manages its relationships with parents and the community very well and is regularly oversubscribed as a result of its high standing in the community.

What could be improved

- Standards and progress in ICT which have been inhibited by the delay in establishing the necessary resources and training.

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 previously inspected in March 1998 when it was judged that standards of achievement, quality of education provided and the management of the school were good and that the climate for learning was very good. Since then, the school has made good overall improvement both in addressing the Key Issues identified at that time and other enhancements in practice and provision. Required initiatives have been taken on board and the school works hard to extend already successful areas of its work. In particular, pupils

have been given encouragement to take responsibility through initiatives such as the school council. There is now much greater clarity about the role of subject leaders, and accommodation and resources have been significantly upgraded including very good planned provision for ICT. Improvements particularly noted by parents have been those to the general environment, the systems for reporting progress and the quality of communications with parents.

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	B	B

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

Standards in English, mathematics and science are very high when compared both with national averages and with those of similar schools. Although there are some fluctuations, the school has maintained its high standards since the previous inspection. Although there was a slight dip in 2001, results for the current year are again very high. The school promotes very good all-round achievement so that when pupils' results in different subjects are taken together, in two out of the previous five years, the school's results place it among the 5 per cent of highest achieving schools. Overall, standards have been rising in line with those nationally over the past five years. The school gets particularly good results in terms of the numbers of pupils attaining levels higher than the national benchmark (National Curriculum level 4).

In 2002, over half of the pupils achieved at the higher levels which represents very good achievement. In science, close to two-thirds of pupils achieved very well. In spite of the very high proportion of pupils attaining level 4 each year, the school sets challenging targets for improvement which it has met again this year reflecting very good achievement once again. In common with the national picture, girls achieve better than boys, particularly at the higher levels and the school is developing a programme to improve the performance of boys. Standards observed in lessons, particularly in literacy and numeracy were very high, reflecting the school's measured attainments. Pupils achieve very well over their time in the school, so that while attainment on entry is above average, it is well above average by the time pupils leave. Pupils with learning difficulties also achieve very well and many are enabled to reach the expected standard in the national tests. In other subjects, where pupils' work could be examined, standards were also high, particularly in art and design. However, standards in ICT are below those expected for these pupils, although they are in line with those expected nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils speak very well of the school and strongly identified with its very positive ethos.
Behaviour, in and out of classrooms	Very good: pupils consistently behave well both in class and around the school. This has a very good impact on their learning. Exclusion is rarely used.
Personal development and relationships	Very good: Pupils relate very well to one another and support each other's learning very well. They increasingly take responsibility for their own learning and conscientiously carry out duties around the school. The effective implementation of anti-racist strategies ensures that pupils from all ethnic backgrounds enjoy equal status and esteem.
Attendance	Very good: attendance is well above the national average and unauthorised absence is well below average. Punctuality is very good.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Insufficient evidence	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.

Teaching is very good overall. It was at least very good in a half of lessons seen and never unsatisfactory. At times it was excellent. Teaching in literacy and numeracy is a significant strength of the school. All teaching is characterised by very high expectations and planning that addresses the needs of all pupils, including the highest attaining pupils, those with special educational needs and those for whom English is an additional language. Learning support assistants make a very good contribution to the overall quality of teaching. Teachers have very good knowledge of their pupils and employ this very effectively in high quality oral work. They constantly assess pupils' learning within lessons and use the information very effectively in planning the next steps. As a result, pupils learn very well. Their well-adjusted attitudes ensure that they are very productive in the amount of their work and they set and address challenging targets for their own achievements. No teaching was observed in the Reception class where there was a small group of children attending part-time only and who had very recently joined the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good: the school makes very good and well-matched provision for all pupils including those who are gifted and talented. Literacy and numeracy skills are particularly well supported. All statutory requirements are met and the curriculum is enriched by the provision of French and drama. There is a very good range of extra-curricular activities, including residential experiences for Year 6 pupils. An appropriate curriculum for ICT is in place but cannot yet be fully implemented as a result of delay in the delivery of the planned resources and training.
Provision for pupils with special educational needs	Very good: pupils are very well supported both in the classroom and when being supported individually and in groups. As a result, the great majority achieve in line with age-related expectations.
Provision for pupils with English as an additional language	Very good: where pupils are at an early stage of learning English, they are given good individual support. In all cases, careful account is taken of the need to support access to the curriculum by ensuring that the language used is understood.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: although there is no formal policy, staff make good provision for spiritual, moral, social and cultural development and other areas of personal development are very well supported.
How well the school cares for its pupils	Very well: the school maintains a very high standard of care, which is seen by parents as a major strength of the school. Pupils are very well known to staff, who take different needs and learning styles into account when planning for individuals and groups. Assessment is used well to monitor pupils' progress and to identify those who need additional support. Child Protection procedures are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: there is clear educational direction from the governors and headteacher and management at all levels is very effective. Teamwork among staff is a particularly strong feature that makes a very effective contribution to departmental management and ensures consistency of planning and provision across year groups. Governors show a high level of awareness of the principles of Best Value and apply these consistently to issues of school improvement.
How well the governors fulfil their responsibilities	Very well: All statutory requirements are met and governors are assiduous in ensuring that the structures and training are in place to enable them to function very effectively and to monitor the work of the school.
The school's evaluation of its performance	Good: there are very effective procedures in place for judging how well it is doing, including feedback from staff and pupils. The school is still developing structures to enable parents to participate in a more formal way.
The strategic use of resources	Very good, staff are very effectively deployed and monitored and resources are carefully chosen. The school has undertaken significant improvements to its accommodation and these are already having a very beneficial effect.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The very high quality of care their children receive • The very high expectations of work and behaviour • The accessibility of staff and the helpful attitudes they show • The progress their children make • Their children are happy in school and have very positive attitudes • The high standards of behaviour 	<ul style="list-style-type: none"> • Arrangements for entry of pupils in reception classes • Information about their child's progress • The amount of homework • The range of activities outside lessons

The inspection confirmed the strengths identified by parents and supported the concern that some pupils had a very short time in the reception class. Inspectors noted that this was whilst this was in line with local education authority policy the school had decided to fund full-time provision for children turning five in the summer term. In regard to other concerns, the team judged that the arrangements for providing information about pupils' progress were good and that the written reports met requirements. It was also noted that a number of parents reported that further information was made available on request. The school has a clear homework policy that is published to parents and which is consistently followed so that homework makes a significant contribution to pupils' learning. The school makes very good provision for extra-curricular activities, including lunchtime and after-school clubs as well as facilitating access to a range of other activities such as music and art and design through links with other organisations. The Year 6 residential visit to the Isle of Wight makes a very good contribution to pupils' social development.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very good teaching supported by high quality planning ensures that pupils achieve very high standards in literacy and numeracy.

1. Pupils arrive in the school generally attaining at a higher than average level. By the time they leave, they achieve standards in literacy and numeracy that are well above the average and also well above those for schools with a similar pupil population. This reflects very good achievement on the part of pupils. In some years, overall attainment places the school among the highest-attaining 5 per cent of schools in the country. Although many pupils have a very short time in the Reception class and the school has a high proportion of pupils for whom English is an additional language, the teaching and support the school provides enable them to make good and, often very good progress, so that by the end of Year 2, attainment is significantly above average.

2. In 2001, the last year for which comparative figures are available, reading was well above average, while the school was among the 5 per cent of highest-attaining schools for writing. This represents a steady year-on-year improvement on the already good standards at the time of the previous inspection. In numeracy, although progress was slower, the school still achieved above-average results. In both literacy and numeracy, a higher than average proportion of pupils attain at levels higher than the national benchmark (National Curriculum Level 2) Over the previous five years trends have been generally upwards in line with those nationally but standards in writing and mathematics are rising faster overall.

3. The progress is continued in Years 3 - 6 and pupils achieve well above average levels in terms of the proportion of pupils attaining the national benchmark (National Curriculum Level 4). The school also achieves a very high proportion of pupils attaining at a higher level. In the current year, (2002), 93 per cent of pupils attained level 4 in English and 98 per cent achieved it in mathematics. In both subjects over half the pupils achieved higher levels. When the results are compared with schools who have similar attainment levels at the end of Key Stage 1 (which gives a reliable indication of actual progress) the school's results are still well above average each year and, in some years, they place the school among the highest 5 per cent nationally. The school is successful in ensuring that boys and girls achieve equally well.

4. The school achieves these very good results through ensuring that the very good teaching in these subjects is very effectively targeted to ensure that all pupils achieve the highest standards possible. In order to facilitate this, pupils are effectively grouped in sets within their department and within the sets, they are further grouped so that pupils within each group are usually working at a similar level. Very effective deployment of learning support assistants ensures that additional help is available to those who require it, including those who have been identified as having special educational needs or who are at an early stage of learning English. Additional classes designed to boost attainment are provided for pupils who are approaching end of key stage tests and these are very effective in ensuring that almost all pupils achieve the national benchmark. Throughout the school, pupils who are at risk of underachieving are identified and monitored, with appropriate help being provided.

5. This results in pupils developing and demonstrating very good learning habits. They are active and enthusiastic learners who concentrate well whether listening or carrying out set tasks. They show high levels of initiative in investigations and participate very well in discussion. Their approach to learning makes a significant contribution to their success.

6. Additional support is also provided for higher-attaining pupils in order that they can be assisted to reach their maximum potential. As a result of this, pupils have been enabled to follow a curriculum that equips them to attempt the level 6 tests, with the result that a number of pupils scored very well at level 5. The school makes very effective use of individual targets and pupils are encouraged to set challenging targets for themselves, which many do. As a result all pupils are strongly supported in achieving the highest standards they can and a high proportion exceed the targets set.

7. Throughout the school, the adoption of the national strategies for literacy and numeracy has resulted in a consistent and coherent approach to which pupils and teachers have responded very well. The predictable structure of lessons and the well-established routines contribute significantly to pupils' self-confidence and enable a very good pace to be maintained in lessons. This impact has been greatly enhanced by the enthusiastic and skilled support of the curriculum leaders responsible for these areas, which has contributed very well to the confidence of teachers and support staff and, in turn, to the high standards achieved.

8. Reading in Years 1 and 2 is particularly effectively supported through a range of strategies that include the allocation of a high proportion of time, the use of a structured scheme, reading in groups and the strong encouragement to parents to support reading at home as well as contributing in school. As a result, the great majority of pupils leave Year 2 as competent and regular readers, with good habits already established.

9. Speaking and listening skills are very well promoted through the use of drama and opportunities to discuss and debate; in addition to the very well-received productions the school puts on. Since the last inspection the school came third in the regional finals of a national debating competition. Pupils achieve well in writing, producing high quality work across a range of genres and for a variety of audiences. Standards in writing, however, tend to be slightly lower than in reading and the school is taking effective steps to address this discrepancy.

10. As a result of the high level of confidence teachers feel and the high level of enthusiasm they generate, teaching in literacy and numeracy is of a very high standard overall. During the inspection, all teachers and all classes were observed other than those in Reception. Teaching of literacy and numeracy was never less than good; in two-thirds it was at least very good and in one lesson in eight it was excellent. This very good teaching is characterised by very detailed planning to promote clearly stated intended outcomes that are shared with pupils at the outset and reviewed at the end. Tasks are carefully chosen for pupils of all abilities that will move them on, at the same time as providing them with manageable demands. Learning support assistants are very well briefed so that they play a significant role in assessing pupils' responses in oral work and supporting them with practical and written tasks.

11. During lessons, teachers make careful assessments of pupils' learning and use this very effectively to plan the next steps. The pace of lessons is maintained well and very good use of careful questioning ensures pupils understand fully and are keeping up. Management of pupils is consistently very good; approaches are positive and teachers engage pupils very well in monitoring and directing their own learning. The success achieved contributes well to pupils' sense of being successful learners, preparing them very well for the secondary education as well as enabling them to use their skills very effectively in lessons in other subjects.

Very good leadership and management ensure that the school achieves its aims very well and has a good awareness of its strengths and areas for development.

12. The school sets out its aims in a clear statement of values which include a commitment to a stimulating working environment, in which high standards and individual achievements are promoted and celebrated for pupils of all backgrounds and at all levels of ability. There is a strong emphasis on all areas of personal development, especially the development of a strong sense of social responsibility. It succeeds very well in these aims, which are reflected in inspection judgements of what the school does well, and this success is strongly underpinned by the very high quality of leadership and management.

13. The previous inspection found leadership and management to be strong features of the school. Since then, the school has continued to improve; the appointment of a new headteacher in September 2000 has brought a fresh impetus and resulted in a number of very positive initiatives. Leadership, management and efficiency are all very good and the school is highly successful not only in meeting its aims, but also in setting itself challenges for the future.

14. The headteacher provides a very strong focal point for leadership that ensures a very clear educational direction for the school that supports the consistent emphasis on achieving high standards. She is very well supported by the governors and staff who subscribe to a very clear, shared vision for the school. Since her appointment, the headteacher has initiated or overseen a number of improvements, including some identified at the previous inspection and some of which have not yet had time to bear full fruit. There have been significant improvements to the accommodation, including the provision of a new classroom and an ICT suite, and further improvements have been identified for the immediate future. These improvements contribute strongly to the ethos of the school, having an impact not only on academic standards but also on those related to pupils' personal development.

15. The school management has been particularly effective in maintaining a full complement of high calibre staff against a background of recruitment difficulties in the area and enabling new staff to be immediately effective through the good relationships that have quickly been established. This contributes to the maintenance of high standards through ensuring continuity in pupils' learning.

16. The school development plan is very well constructed, based on a comprehensive system of self-review that involves staff, pupils and governors. This process is being extended to take account of the views of parents and the wider community as well as subjecting the process to outside scrutiny. Underlying each strand is a set of intended outcomes that refer back to standards of achievement by pupils, whether in academic, social or personal development areas.

17. There is a very effective senior management team that meets regularly and manages matters of practice very well. This enables sharing of whole-school issues and contributes well to the efficient running of the school. Subject leaders are now making a very significant contribution to ensuring and maintaining the quality of the curriculum. At the same time, the role of team leaders in shaping and guiding the work of the three departments provides a good level of stability and enables cross-department fertilisation of ideas and practice. This again contributes well to continuity in learning and supports standards well.

18. Governors are not complacent about the current high levels of achievement and continue to set challenging targets through school development planning. They are aware that insufficient urgency was shown initially over addressing the ICT requirements of the school but, over the last two years have identified and budgeted for, considerable improvements in resources and training that are about to be delivered. As a result, the only area for improvement identified by the inspection is already at an advanced stage of being addressed.

A very high level of care for pupils and very effective monitoring of their personal and academic development, linked to very high expectations, results in a very strong ethos.

19. The school sets itself very high standards in providing support and guidance for pupils and ensuring their welfare and is very successful in achieving its aims. Parents identify this aspect of the school's work as a major strength and link it with the very high expectations of work and behaviour, which they see as characteristic of all aspects of the school's work and a significant factor in the standards their children achieve.

20. The school makes very good provision for ensuring the health, safety and well-being of its pupils. It provides a welcoming and caring environment in which pupils feel safe and happy and are enabled to achieve at their best. Induction into the school is very sensitive and helps to ensure that pupils' first experiences in the school are happy ones. In order to add to the stability they experience, pupils remain with the same teacher throughout Years 1 and 2. This early stability sets pupils on a good learning career and enables them quickly to move on to achieve higher standards.

21. Throughout the school, teachers know pupils' needs very well, including those with special educational needs and those for whom English is an additional language. There are very good arrangements to support pupils with specific identified needs; they are encouraged to set high standards for themselves, with the result that many exceed expected levels by the end of Year 6. Target setting is well established and the practice of using mid-year reports to set targets for the rest of the year contributes well to setting a climate where high achievement is expected and made.

22. The school makes very good provision for very able pupils and those with specific gifts or talents, including those of pupils who may not be overall high achievers. The success of this is reflected in the large number of pupils achieving well above the expected levels in Year 6. Pupils' potential in performance arts and physical skills is monitored through their participation in lessons and other events such as talent shows that enable unusual or culturally-based talents to be demonstrated. The school makes good use of workshops provided by the local education authority (for example, the recent work with Gamelan instruments) and liaises with other schools, as when selected gifted and talented pupils worked at the local secondary school for an Aboriginal Art Day. Musical skills are fostered through strong links with the Berkshire Young Musicians Trust and the school is also part of the local schools' 'gifted and talented' network.

23. Very good arrangements for the promotion of discipline and good behaviour take appropriate account of the very high standards of behaviour displayed by the pupils. These, in turn, reflect the high standards of personal conduct and social relationships that the school expects and that staff model consistently and effectively. There is little recourse to sanctions, and exclusion, on the rare occasions when it is used, is sensitively managed and always matched with good access to additional support services. This very good behaviour is very well supported through the promotion of self-esteem, not only through praising their achievement but also by providing a climate within which they all feel free to participate fully.

High quality work at all levels of attainment is celebrated by the use of excellent work certificates and these are highly valued, so that pupils are strongly supported in seeking to achieve the highest standards.

24. The school now has very good procedures for monitoring attendance and this is reflected in the very high attendance, which in turn indicates the high priority accorded to school attendance, by parents. The school works very effectively to encourage parents to reduce the extent of term-time holiday absence, but this is not always possible to achieve.

25. Although the school is confident that this aspect of its work is highly successful and recognised as such by parents, there are a number of areas that it still seeks to improve. Recent initiatives to achieve this have been the 'cold and inclement weather' scheme that provides alternative indoor facilities for break times and the system of Aldryngton Assistants in which Year 6 pupils support younger pupils in the playground. These, and other proposed developments clearly reflect the very strong caring ethos that the school sets out to achieve as one of its aims.

The school provides very well for pupils' all-round personal development and promotes responsibility and independence very effectively.

26. At the time of the previous inspection, the school was judged to be making insufficient provision to promote and support pupils' ability to become independent learners and to take responsibility for their work as well as in other roles within the school. A considerable emphasis has been placed on addressing this issue to the extent that it is now an area of considerable strength.

27. There has been significant progress in promoting responsibility in terms of pupils' work. This is reflected in planning for extended open-ended tasks in mathematics and science, as with the recent project in which pupils worked with snails developing hypotheses and devising tests to explore these, as well as design and planning tasks, for example in design and technology and geography. Homework is also effectively used to enable pupils to take responsibility for planning and conducting investigations and research projects in the humanities, including developing an awareness of the importance of time management. Within lessons, tasks are well structured to give pupils good opportunities to display autonomy in the way they approach them and the school climate is very supportive of the use of initiative. Overall, this makes a significant contribution to the high standards that pupils achieve by extending their learning and enabling them to work at the highest possible levels.

28. Pupils are also provided with increasing opportunities for responsibility both within the classroom and around the school. They progressively acquire responsibility as they move through the school and take on regular tasks, as is evidenced by the duties indicated in classroom and school rotas. At the same time, appropriate account is taken of individual pupils' level of maturity and other needs to ensure that younger pupils in particular are not overburdened or caused undue anxiety. This includes responsibility for the environment and pupils compete to use the equipment for collecting the litter from the field although, at times, there is very little to be found, reflecting the general care for the environment, which is an indication of high standards of citizenship.

29. Significant initiatives have been the introduction of a school council and the use of volunteers from Year 6 to act as Aldryngton Assistants, as part of the support structure for younger pupils. Both of these innovations are already having a significant impact on the life of the school and increasing the extent to which pupils feel part of the decision-making process as well as increasingly exercising responsibility about the school. These also contribute very

well to the high standards of citizenship that pupils display as well as the very good relationships that are found in the school.

30. The result is a community of highly socialised pupils who share common values and show a high level of initiative both in their own work and conduct and in supporting the needs of others, including regular support for charities. Overall, the school builds very well on the values and attitudes that pupils bring to school and, as a result, the school functions very well as a coherent community.

The school manages its relationships with parents and the community very well and is regularly oversubscribed as a result of its high standing in the community.

31. At the time of the previous inspection, home/school partnership was a significant strength of the school and this continues to be the case. The school values parents highly and takes good account of their views. Parents appreciate that the school has very high expectations of their children and they, in turn, have very high expectations of the school. This provides for a constructive and creative dialogue that in turn contributes to raising already very high standards.

32. Parents' expectations are reflected in the questionnaire which indicates that, while the school enjoys a very high level of approval in most areas, a significant minority of parents feel that its performance needs to be even better in other areas, including some where the inspection found the school actually makes high quality provision.

33. The inspection confirmed the many strengths identified by parents as contributing to the very good quality of education that results in the very high standards their children achieve. Parents' awareness of the school's work is well supported by the high quality of communication between school and home. The school prospectus is a highly professional document reflecting the high self-esteem of the school and the ethos it seeks to promote. It is sponsored by local businesses and its colourful covers and clear layout ensure that it makes a strong impact. The school has a clear homework policy that is published to parents and which is consistently followed so that homework makes a significant contribution to pupils' learning.

34. The school provides a weekly newsletter that keeps parents informed and reminded of events and a termly almanac that sets out the learning programme for the term. Teachers are always ready to meet with parents before and after school to share information.

35. Although the school justly enjoys the approval of the great majority of parents, it nevertheless constantly seeks to improve its relationships and communications. Governors seek feedback on specific issues such as the school almanac and make effective use of the high proportion of parents on the governing body to ensure access to parents' views. Insights are also gained as a result of parental support in the day-to-day work of the school.

36. In turn, parents show a very high level of commitment to the school both through support for the Parent-teacher Association, which raises considerable sums of money, and through willingness to serve on the Governing Body. Parents contribute their particular skills and expertise in a range of school undertakings. There is a high level of support in school from parent volunteers, especially in Years 1 and 2. Parents attend well on school occasions and at parents' evenings. Parents welcome the mid-year timing of these; that is when there is still time for targets to be met.

37. The school has very high standing in the community, reflected in the fact that many more parents apply for their child to attend the school than can be accommodated. This standing is enhanced by very good links with pre-school playgroups and with the secondary school to which most pupils transfer. Extensive links with other schools and agencies are very well used to enhance pupils' opportunities, whether in terms of visits to a rural primary school as part of a geography project or participation in sporting events at which the school always gives a good account of itself.

WHAT COULD BE IMPROVED

Progress in ICT, which has been inhibited by the delay in establishing the necessary resources and training.

38. At the previous inspection, standards in ICT were unsatisfactory in Years 1 and 2. For older pupils, while they were satisfactory overall, there were shortcomings in some aspects of the subject, in the resources available to teach it and the extent of its use in other subjects. The school has made slow progress in improving the situation, largely as a result of limited action in the period following the previous inspection. Over the past two years, there has been a greatly increased sense of urgency and planning is at an advanced stage to ensure that shortcomings are addressed. However, at the time of this inspection the school had been unable to implement the planning fully.

39. Across the school, standards are broadly in line with age-related expectations, especially in accessing information from CD-ROMs and the Internet. Some Year 4 pupils make additional progress as a result of the ICT lunchtime club. However, pupils' skills and knowledge are insecure in control technology, word processing and simulation. In the light of standards in other subjects that are well above those expected, levels of attainment in ICT should be higher for these pupils.

40. There has been some increase in the use of ICT in other subjects, in particular in the use of computer assisted learning programs to support literacy and numeracy skills. However, this use in other subjects is limited with little use of ICT in English, where word-processing would have offered effective support to drafting and revising work. Poor keyboard skills mean that data input and word-processing are very slow. Although a significant number of pupils have regular access to computers at home, which provides good experience in using a mouse to select and manipulate images, they do not necessarily practise the skills needed at school.

41. The enthusiastic new co-ordinator sees his role in also developing staff skills, knowledge and understanding particularly in the light of the unsatisfactory training previously provided, which has had a demoralising effect on some staff. The school has plans to ensure that the new co-ordinator will have time to monitor the work in the computer suite and work alongside teachers.

42. The curriculum sets an appropriate balance between the teaching of the skills, knowledge and understanding of ICT and its application across subjects. The school has a satisfactory range of computers, including programmable 'Turtles' that are used to support work in mathematics, and these are being significantly upgraded.. The new ICT suite is of very high quality and designed to provide a very effective learning environment for regular ICT lessons. However, until the suite is in action and the planned training to be offered by the supplier has taken place, the teaching of skills, knowledge and understanding remain a weakness.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

43. In order to raise standards further and to continue to improve the quality of education offered, the school should:

- (1) Raise standards in ICT to the very high levels found in other subjects by:
 - making effective use of the new resources for ICT as detailed in current school development planning;
 - ensuring that there is consistent and effective planning for the teaching of modelling and control;
 - ensuring that ICT skills are used and developed consistently and effectively in other subjects.

(Paragraphs: 38-42)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	11	12	2	0	0	0
Percentage	11	39	43	7	0	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 three 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)	280
Number of full-time pupils known to be eligible for free school meals	0

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	27

English as an additional language	No of pupils
Number of pupils with English as an additional language	22

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.6

Unauthorised absence

	%
School data	0.1

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	25	19	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	25	24
	Girls	19	19	19
	Total	43	44	43
Percentage of pupils at NC level 2 or above	School	98 (93)	100 (95)	98 (88)
	National	85 (84)	89 (88)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	25	24
	Girls	19	19	19
	Total	44	44	43
Percentage of pupils at NC level 2 or above	School	100 (98)	100 (90)	98 (88)
	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	15	23	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	14
	Girls	22	21	22
	Total	33	34	36
Percentage of pupils at NC level 4 or above	School	87 (95)	89 (93)	98 (95)
	National	75 (75)	74 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	14
	Girls	22	21	22
	Total	33	34	36
Percentage of pupils at NC level 4 or above	School	89 (93)	92 (93)	95 (98)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	203	2	0
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British - Indian	17	0	0
Asian or Asian British - Pakistani	4	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	2	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	40	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	12.0
Number of pupils per qualified teacher	23.0
Average class size	28.1

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	135

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	601 054
Total expenditure	608 307
Expenditure per pupil	2 173
Balance brought forward from previous year	19 846
Balance carried forward to next year	12 593

Recruitment of teachers

Number of teachers who left the school during the last two years	8.2
Number of teachers appointed to the school during the last two years	12.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	278
Number of questionnaires returned	195

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	45	3	1	1
My child is making good progress in school.	43	50	5	1	2
Behaviour in the school is good.	42	54	4	0	1
My child gets the right amount of work to do at home.	30	44	16	5	6
The teaching is good.	42	53	3	1	2
I am kept well informed about how my child is getting on.	24	51	19	5	2
I would feel comfortable about approaching the school with questions or a problem.	51	41	5	3	2
The school expects my child to work hard and achieve his or her best.	50	42	6	1	2
The school works closely with parents.	33	46	13	5	4
The school is well led and managed.	42	49	6	0	4
The school is helping my child become mature and responsible.	43	48	6	0	4
The school provides an interesting range of activities outside lessons.	24	37	19	6	14

Other issues raised by parents

Additional comments were made by 27 parents, which mainly explained and amplified their responses to particular questions. On a number of issues, there was an overall balance of views expressed, reflecting a range of expectations by parents. These related to matters of curriculum, behaviour, school priorities and resources. A small number of comments related to the particular experience of pupils or parents in relation to welfare or support issues, including special educational needs. Parents of younger children, particularly summer-born children, comment that the period in reception is too short and does not provide an equal basis for starting school.