

INSPECTION REPORT

HOLLY LODGE PRIMARY SCHOOL

Ash Vale

LEA area: Surrey

Unique reference number: 125046

Headteacher: Mrs Shalini Norman

Reporting inspector: Mr C Warner
20935

Date of Inspection: 4 - 5 November 2002

Inspection number: 248646

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:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address	Stratford Road Ash Vale Surrey
Postcode:	GU12 5PX
Telephone number:	01252 548390
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Susan Poole
Date of previous inspection:	13 October1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holly Lodge Primary School is situated in Ash Vale, near Aldershot in Surrey. There are 383 (full-time equivalent) pupils on roll, which is larger than the average size for a primary school nationally. Fewer than 2 per cent of pupils are entitled to a free school meal and this is well below the national average. Nine per cent of pupils are on the school's special needs register, which is below the national average. These are mainly for learning difficulties. Four pupils have a statement of special educational needs, which is below the national average. Very few pupils are believed to have a language other than English as their mother tongue. The overall attainment of children on entry to the school is above average.

HOW GOOD THE SCHOOL IS

Holly Lodge is a very effective school. It has many strengths and no significant weaknesses. Pupils of all abilities and backgrounds make good progress. By the time they leave the school pupils are achieving well in English, mathematics and science. The quality of teaching and learning is very good. Pupils enjoy coming to school and have very positive attitudes to learning. The school is very well led and managed and there is a very strong commitment to further improve the quality of education. When account is taken of attainment on entry and the standards pupils achieve when they leave, the school provides good value for money.

What the school does well

- Pupils make good progress to achieve high standards in English, mathematics and science.
- The very good quality of teaching makes a significant contribution to pupils' learning and to the good progress they make.
- The very good leadership and management are moving the school forward rapidly.
- Pupils have excellent attitudes to learning. Their behaviour is very good and they enjoy excellent relationships with each other and with adults. Taken together, these strengths make a significant impact on pupils' learning.

What could be improved

- Standards in aspects of writing, to be as high as those in other areas of English.
- Opportunities for pupils to further develop and apply their thinking skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has significantly improved since it was last inspected in October 1997. Assessment procedures have been developed well. Revised schemes of work provide very good opportunities for pupils to improve and apply their learning. The management structure has been strengthened and co-ordinators manage their subjects effectively. Opportunities for pupils to develop their cultural awareness have been significantly extended. Improved resources and teaching skills have helped lift standards in information and communication technology (ICT). The quality of teaching and learning, which was satisfactory in the last inspection, is now good and often better.

STANDARDS

The table below 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
	2000	2001	2002	2002
English	A	A	A	C
mathematics	A	A	B	D

Key

In the top 5% of schools nationally A*

well above average A

above average B

average C

below average D

science	A*	A	A	A	well below average E
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From 1998 to 2002, the school's results in Year 6 in English, mathematics and science have been consistently above the national average. Overall, the results have steadily improved, in line with the national trend. However, the improvement in English and science has been more apparent than in mathematics. The school has regularly met, and often exceeded, its challenging targets in English. In mathematics, the percentage of pupils reaching Level 4 fell slightly short of the school's target.

Standards achieved by pupils in the current Year 6 are well above average in English, science and mathematics. The school is likely to meet its ambitious targets in English and mathematics for 2003, both in the percentage of pupils gaining the expected Level 4, and in the percentage reaching the higher Level 5. The school's analysis of pupils' performance in national tests showed that more attention needed to be given to develop their problem solving skills. The action taken has been effective in raising standards in mathematics. However, although standards in writing are above those expected nationally, they are not as high as in reading and in speaking and listening. Pupils' ability to express themselves by writing at length could be extended if there were more opportunities in different subjects for them to do so.

Across the school, pupils achieve well, including those on the school's register for special educational need and the very few with English as an additional language. Pupils achieve particularly well in Years 3 to 6 because of the very good quality of teaching.

The school's results in the 2002 national tests and assessments for pupils in Year 2 were well above the national average in reading and mathematics, and above average in writing. When compared with similar schools, the school's results were above average in reading and mathematics, and average in writing. The inspection findings show a similar picture to the results, with pupils achieving well in subjects, but with scope to develop the way they express themselves in their writing.

Children in the Foundation Stage achieve well and are on course to reach the Early Learning Goals in all areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils enjoy school and are eager to learn. They want to join in and contribute to all aspects of school life.
Behaviour, in and out of classrooms	Very good. Pupils behave well in lessons and around the school. They are polite and helpful. No bullying, racist or sexist behaviour was seen during the inspection.
Personal development and relationships	Relationships throughout the school are excellent. Pupils become more confident and willing to take responsibility, as they get older.
Attendance	Good. There is little absence other than for genuine reasons.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 - 2	Years 3 - 6
Lessons seen overall	Good	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 very good quality of teaching and learning is a major strength of the school and goes a long way to explain pupils' very good progress. Teaching is significantly better than at the time of the previous inspection.

The quality of teaching was at least satisfactory in all the lessons seen. Most lessons were good or better. Overall, teaching in Years 3 to 6 is very good. Teaching in several of the lessons seen was of a

very high standard. The successful appointment of new staff, together with a very effective approach to monitoring and supporting staff, contributes to the high quality of teaching.

The quality of teaching in English is good, although there is scope for pupils to use and further develop their writing skills across the curriculum. Teaching in mathematics is good. Pupils have good opportunities to develop and apply their basic numeracy skills. This ensures that all pupils are suitably challenged.

Most lessons are planned in a clear and purposeful way so that the teachers and teaching assistants know how to help the pupils. Teachers expect their pupils to behave and work well. As a result of being involved in the lesson, the pupils work hard and want to do well. All the teaching seen was underpinned by excellent relationships between the teachers and the children.

In the most effective lessons, teaching is a two-way process. Here, the teacher adapts their explanations and questions to meet the pupils' different needs. Pupils are encouraged to join in and 'have a go'. They are not afraid of making a mistake and feel that the teacher values their contribution.

Where the teaching is satisfactory, it could be improved if the teacher was more effective at getting pupils to think, talk and try things out for themselves.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The good curriculum would be even stronger if pupils had more opportunities to develop and use their writing skills in English and other subjects. Opportunities for extra-curricular activities are good.
Provision for pupils with special educational needs	Good. Teachers and their assistants work together well to provide effective support. This ensures that the pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There are many opportunities for pupils to develop their spiritual awareness in assemblies and lessons. Pupils are prepared well for life in a multiculturally diverse society.
How well the school cares for its pupils	This is a very caring school. Effective procedures are in place to ensure pupils' welfare, health and safety. The procedures for assessing pupils' progress are very effective. The setting of individual targets contributes well to raising standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. In particular, the head teacher provides excellent leadership, which is moving the school forward rapidly. Staff and governors support her very well. This creates a positive environment where children are expected to strive for excellence.
How well the governors fulfil their responsibilities	The governors are committed and supportive and carry out their duties well. They work well with the staff to identify, monitor and support areas for development.
The school's evaluation of its performance	There is a strong commitment to maintaining the high expectations and standards. Information from tests and assessments is used very effectively to plan for further improvements.
The strategic use of resources	Good use is made of available resources. The school has good procedures for using its funds to the best advantage of its pupils. The school applies the principle of best value well.

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 coming to school.• The pupils make good progress.• The quality of teaching is good.• Pupils are well behaved.• Teachers have high expectations.• Their children are helped to become mature and responsible• The school is well led and managed.	<ul style="list-style-type: none">• The partnership between the school and parents• Information about how their child is getting on.

The inspection team agree with the positive comments made by parents. The partnership between parents and the school is very good. There is strong evidence of a growing confidence among parents in what the school is doing for their children. However, the school rightly recognises that there is scope for parents to have more opportunities to know more about the curriculum and ways in which they can support their children's learning. The arrangements for reporting to parents about how their children are getting on are far better than in most schools. The opportunities to discuss children's progress are very good and the quality of written reports is good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress to achieve high standards in English, mathematics and science.

1. Throughout the school, pupils of different abilities make good progress because the overall quality of teaching and learning is good. Progress in Years 3 to 6 is very good because of the high standards of teaching. For most children, what they know, can do and understand when they start school is in line with what is expected for their age. However, of the other children, more are above than below the expectations for their age. For this reason, the overall attainment on entry to school is judged to be above average. Throughout the school, pupils are expected to work hard and to do well. By the end of Year 6, standards in English, mathematics and science are well above those expected nationally. Pupils of all abilities are achieving well in Years R to 2, and very well in Years 3 to 6. Standards have significantly improved since the last inspection.
2. The school's 2002 test results were well above the national average in English and science, and above average in mathematics. Compared with similar schools, the results were well above average in science, average in English and below average in mathematics. Overall, the school consistently meets and often exceeds its challenging targets in English. Even so, while results in writing are above average, they are not as high as those in other aspects of English. The school did not achieve its target in mathematics in 2002 because of weaknesses in pupils' ability to solve problems. The inspection found that action taken to improve standards in mathematics has been very effective.
3. From 1998 to 2002 the school's results for pupils in Year 6 have been consistently above the national average. Overall, the school's results from 1999 to 2002 improved in line with the national trend. However, but for a dip in the results in mathematics in 2002, the school's improvement has been above the national trend.
4. The inspection confirms the predominately above average results achieved by pupils in Year 2 in English, mathematics and science of the past four years. The school's results in 2002 improved on the already high standards of previous years.
5. The inspection found that standards achieved by pupils in the current Year 6 are well above those expected nationally. Standards of work are at least as high as those achieved by pupils in the national tests of the past two years. As previously noted, standards seen in mathematics have significantly improved. Many pupils in Year 6 are exceeding the expected rate of progress since Year 2 in English, mathematics and science. The high standards reflect the good quality of teaching, particularly for pupils in Years 3 to 6.
6. Pupils on the school's register for special educational needs make good progress because the teachers have a good knowledge of their needs and know how to involve them in lessons. The high level of challenge and expectation, particularly in Years 3 to 6, boosts standards achieved by the more-able pupils. Pupils who reached the higher levels in the Year 2 national tests in 1999 are currently achieving very high standards in Year 6.
7. Standards are high in English because the National Literacy Strategy is used to good effect, and the quality of teaching is good and often better. In reading, the consistent approach to the teaching of basic skills helps pupils become enthusiastic and competent readers. Pupils in Year 6 read aloud with expression and understanding. A group of more-able Year 6 pupils talked confidently about their favourite books and authors. They carefully listened to what others had to say and took this into account when making their own contribution. Pupils' work shows their very secure understanding of the conventions of writing. However, their ability to write in different forms and in an expressive way is not so well developed. This finding is reflected in national tests where fewer pupils achieve the higher Level 5 in writing than in reading, mathematics and science. The school is very aware of the need to extend opportunities for pupils of all ages to develop their writing across the curriculum.

8. The inspection found that pupils in Year 6 achieve well in mathematics and that standards are high and improving. The National Numeracy Strategy has been used well to develop the speed and accuracy of pupils' mental calculations. The school's analysis of pupils' performance in national tests showed that more attention needed to be given to develop their problem solving skills. The action taken has been effective in raising standards. By Year 2, many pupils have already developed a range of strategies to tackle problems. For example, they check calculations of large numbers against their estimates to see if their answers are reasonable. By Year 6, most pupils approach a mathematical problem mentally before using any other strategies. In one Year 6 lesson, pupils' ability to think and talk 'mathematically' helped them to understand and describe the properties of various complex shapes.
9. An emphasis on practical and experimental work contributes to the high standards in science. This is apparent in the reception classes where first hand experiments with water stimulated the children's curiosity and understanding of floating and sinking. They were keen to try out new ideas and to think and talk about what they were doing. Standards in the current Year 2 are above average. The emphasis on scientific enquiry continues in Years 3 to 6. By the time they are in Year 6, pupils have a very good scientific knowledge and understanding. They enthusiastically talk about the orbits of planets and moons in the Solar System. The school's results for 2002 show a further improvement on the already high percentage of pupils gaining Level 5. This reflects the way that more-able pupils thrive and show particular flair in their work.
10. The previous inspection noted weaknesses in the school's curriculum, assessment procedures and teaching that all had an impact on standards. These shortcomings have been rectified in a very effective way and, as a result, standards are rising. Assessment is used well to identify and group pupils with similar attainment and to set them challenging individual targets for improvement. This process is making a significant contribution to raising standards. Work is well matched to individual learning needs; pupils of all abilities are challenged in their learning. Pupils' working in groups, according to ability, is particularly effective in promoting high standards in mathematics and English in Years 5 and 6. The significant improvements in resources and staff expertise in ICT contribute to the much-improved standards in the subject since the last inspection.

The very good quality of teaching makes a significant contribution to pupils' learning and to the good progress they make.

11. The quality of teaching is a significant feature of the school and goes a long way to explain pupils' good progress. All the teaching seen was satisfactory or better. Teaching in Years 3 to 6 is very good. The school is well placed to build on its best practice, particularly in developing pupils' thinking skills. Much of the most effective teaching already goes well beyond being competent because it succeeds in involving and engaging pupils in their learning.
12. The quality of teaching has improved on the satisfactory standards noted in the last inspection. Shortcomings noted in the previous inspection report have been rectified. This reflects well on the high expectations set by the head teacher and senior staff.
13. Much of the teaching seen during the inspection was very good or excellent. The most effective lessons are planned well and good use is made of time to promote learning. The planning is meticulous and ensures that lessons are well structured to take account of the different abilities within the class. The teacher has a good knowledge of the subject and is clear about what they want pupils to learn. Pupils are made aware of the purpose of the lesson and understand what is expected of them. This helps them to be involved in their learning and for the lesson to proceed at a brisk pace. Very little time is wasted on establishing or maintaining order because the pupils are so interested in what they are doing. They respond well to the teacher's skilful questions by wanting to join in and share their ideas.
14. The good effect of encouraging teachers to think about the quality of their questions is evident in the best teaching. Here, the teachers ask probing questions that get pupils to think and talk. For example, in the reception class the teacher asked a child, who was playing with a controllable vehicle, to 'tell us how you get the car to move backwards?' In a particularly successful science lesson in Year 6, the teacher mixed explanations with questions to get the pupils involved in a running dialogue. Questions were adapted for different pupils and the teacher was very aware of drawing in the more reluctant learners. Questions, such as 'what do you think?' and 'how does this happen?' encouraged the pupils in Year 3 to answer, think and even to ask their own questions

about different animals. The pupils were involved, responsive and willing to learn, even from their mistakes. In this and in other lessons, the teaching is effective because it is a two-way process.

15. In all of the teaching seen, the staff had excellent relationships with the pupils. Pupils feel encouraged to 'have a go', and that learning can be satisfying. They respond well to the consistent and fair expectations of how they should behave and work. They see the point of what they are doing and want to succeed. Pupils of all abilities work hard and try to overcome difficulties. Good behaviour, achievement and effort are recognised with fair praise and encouragement. This adds to pupils' sense of self-esteem and makes them feel that their efforts are worthwhile.
16. In most lessons, resources are well prepared and used effectively. Often, the teaching is brisk and pupils are kept on their toes from the very start. The teacher's prompt opening to a very effective mathematics lesson in Year 4 set the pace and tone for what was to follow? Pupils listened carefully to the teacher and understood what to do. Just the right amount of time was given to explain what had to be done and how the pupils needed to organise themselves. They were keen to get started and soon settled down to try out their ideas. There was time for pupils to work on their own, talk to their partner, and for some of them to explain their work to the whole class at the end of the lesson.
17. The good quality of the teaching reflects teachers' secure subject knowledge and the fact that lessons are prepared well. A lack of subject knowledge was a feature in the unsatisfactory teaching seen in the last inspection. Teaching is now sharply focused on increasing pupils' knowledge across the curriculum for each subject. In a good ICT lesson in Year 2, the teacher's subject knowledge gave her the confidence to ask pupils questions and make suggestions. This helped them to develop new ways of using an art program to depict buildings observed in an earlier lesson.
18. Pupils make good progress in acquiring literacy and numeracy skills, particularly in speaking, listening and reading. They are actively encouraged to listen, not only to the teacher but also to each other. Pupils feel that what they have to say is valued, and are encouraged to join in. As a result, their self-confidence and self-esteem are lifted. Teachers make good use of the national strategies for literacy and numeracy to provide purposeful and well-structured lessons. From when they start school, basic skills are taught well and pupils develop a secure knowledge of letter sounds and of mental 'facts' in mathematics.

The very good leadership and management are moving the school forward rapidly

19. The school is very well led and managed. One of the main reasons for the school's success is the head teacher's outstanding leadership. She has built on the established strengths and developed a clear vision of what sort of school this should be. The vision is shared by governors, senior managers and other staff. This ensures that both staff and pupils try their best and are keen to learn and do better. Standards are high and the school is taking the right steps to ensure that they continue to improve.
20. Since she was appointed two years ago, the head teacher has made a significant impact on the strategic work of the school. Shortcomings in the school's management noted in the last inspection have been rectified. Staff and governors are very clear about their roles and responsibilities. The work of the school is very effectively monitored and evaluated. The school knows what works well and what needs to be improved. This enables the staff and governors to work closely together to plan improvements that directly benefit the pupils.
21. All the staff with management responsibilities work together as a team. They are clear about what is expected of them and have enough time and support to carry out their jobs effectively. The head teacher is supported very well by the assistant head and by members of the senior management team. Together, they provide role models for good practice and the drive for improvement. Their different talents and experience combine well to create a dynamic management team full of ideas and keen to improve the school. A robust system of monitoring how well the pupils are getting on and relating this to the quality of teaching helps to improve standards. Class teachers feel supported and valued, and their morale is high. The positive attitude of all staff is reflected in their willingness to attend courses and to add to their skills. They are receptive to new ideas and to

sharing their experience and talents. Teachers are keen to build on their strengths because they are encouraged to reflect on the impact of their work on pupils' learning.

22. The governing body is very supportive of the school's management, but is also a 'critical friend'. It helps the school to think about the best ways to use resources in the interests of pupils. Governors know what is going on in the school and are very aware of its strengths and needs. They are increasingly aware of the need to relate their efforts to the needs of the pupils.
23. Performance data from assessments and test results are carefully analysed and the findings used to overcome weaknesses and to identify pupils with common needs. For example, analysis of assessment data shows that pupils could be given more opportunities to develop their writing skills. However, neither staff nor governors restrict their interest in pupils' well being to results in national tests. There is a very strong commitment to making sure this is a caring school with high pastoral as well as academic standards.
24. The school has built on its high standards, made a very convincing start to evaluate the quality of its provision, and is strongly placed for continued improvement.

Pupils have excellent attitudes to learning. Their behaviour is very good and they enjoy excellent relationships with each other and with adults. Taken together, these strengths make a significant impact on pupils' learning.

25. Parents rightly regard children's attitudes and behaviour as particular strengths of the school. They praise the caring approach of the staff and the way children are treated as individuals. Pupils of all ages talk positively about being at school. They say they are valued and treated fairly. The inspection confirms that there is a very positive ethos for learning. Pupils, of whatever ability and background, thrive because they are included in all aspects of school life. The school is a friendly place where new pupils soon feel 'at home' and part of an encouraging and positive community.
26. Behaviour in and around the school is very good. Lessons are interesting and managed well so pupils are well behaved and want to learn. The excellent relationships between pupils mirror the way staff work and get on as team. Boys and girls, and older and younger children, play and work happily together. They say that bullying is very rare, and that help is always at hand when it is needed. Even the youngest pupils understand how they are expected to behave. They feel secure and grow in confidence and self-esteem. Measures introduced to promote pupils' personal and social development, such as the mentoring and reward systems, are very effective. All pupils feel they have a voice in the School Council. A curriculum project for pupils in Year 4 led to planned improvements to the school grounds. Pupils of all ages are developing a strong sense of responsibility for their own actions. At the same time, they show an exceptionally high regard for the views and beliefs of others.
27. Throughout the school, in lessons and at other times, pupils display excellent attitudes. They say how much they like coming to school and that they enjoy their lessons. Pupils, including those with special educational needs, work hard and persevere to overcome any difficulties.
28. The school's provision for spiritual, moral, social and cultural development is very good. Assemblies not only give pupils a sense of belonging to a school 'family', but also a broader awareness of a local and global community. Pupils of all ages were enthralled in seeing some older ones 'act out' the story of Rama and Sita during an assembly to celebrate the Hindu festival of Diwali. In assemblies and in many lessons, pupils learn to explore and express their own feelings through art, music, writing and other themes. Pupils in a Year 6 showed an outstanding level of curiosity and imagination in researching the Earth in Space. They were genuinely moved in their contemplation of life on other planets and of the Earth's creation.

WHAT COULD BE IMPROVED

Standards in aspects of writing, to be as high as those in other aspects of English

29. By Year 6, standards in writing are above those expected nationally. However, pupils do not achieve as well in writing as in other aspects of English. The school is aware that some aspects of

pupils' writing are developed more than others. The good start made to improve standards is more apparent in some classes than in others.

30. Pupils have a very good command of the main rules and conventions of written English. They know how to use punctuation marks correctly and have a good range of spelling strategies. Their very good understanding of how language is structured is evident in their written work in different subjects. However, composition skills are not so well developed as are other aspects of writing. Pupils of different abilities are not so accomplished at writing at length and in a way that is varied and interesting. This is because pupils need more opportunities to plan, draft and develop their writing in a creative way.
31. The school realises that there is scope for pupils to express and develop their own ideas further, both in English and in other subjects. Writing has rightly been identified as a priority for development throughout the school. Plans are in hand to increase opportunities for pupils to talk about their ideas for writing, to write at length, in different forms and for a range of purposes.

Opportunities for pupils to further develop and apply their thinking skills

32. Pupils achieve well and make good progress in their learning. By Year 6, they are confident and eager learners. They listen attentively, respond very well and work hard. A lot of the school's success is down to the efforts of a highly committed and able teaching staff to interest and motivate pupils. The high standards of recent years has rightly led the school to explore ways of getting pupils to 'think as well as do' in their learning. There is a strong commitment to equip pupils so that they can better reason, ask questions, solve problems and communicate ideas.
33. Opportunities for pupils to use their initiative and take responsibility for their learning are particularly apparent in Years 3 to 6. Even so, there remains considerable scope to extend such an approach across the school. The school is intent on avoiding any complacency in gaining favourable results in national tests. An increased emphasis on investigative aspects of mathematics has contributed to higher standards in the subject, and is helping pupils to understand their learning. Such a conclusion encourages the school to explore ways of extending pupils' learning in other subjects.
34. In the most effective teaching, skilful questioning involves pupils in a two-way learning process. They demonstrate and explain their work, discuss ideas and try out their own ways of tackling problems. They are increasingly able to think about their learning in a way that enables them to know how to use, apply and communicate their knowledge and skills. What happens so effectively in some lessons needs to become a feature throughout the school and across the curriculum. The school has rightly planned a programme to give teachers the skills and confidence to promote pupils' thinking and reasoning skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the school's strengths, the head teacher, staff and governors should:

1. Further improve standards in aspects of writing by:

- Increasing the opportunities for pupils to write in subjects other than English
- Increasing opportunities for pupils to talk about their ideas for writing, and to plan and draft their work
- Increasing opportunities for pupils to write in different forms, for different purposes and audiences

[Paragraphs 29-31]

2. Further develop pupils' thinking skills by:

- Carrying out the planned programme of training for staff
- Extending opportunities for pupils to solve problems and tackle investigations across the curriculum
- Encouraging pupils to be less reliant on the teacher, and to have opportunities to work independently and with others

- Extending opportunities for pupils to think and talk about what they are doing, what they have learned, and how to plan and improve their work
[Paragraphs 32-34]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	7	13	3	0	0	0
Percentage	11.5	27	50	11.5	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 four 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)	383
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	4
Number of pupils on the school's special educational needs register	35

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	93.7
National comparative data	94.1

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	29	22	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	26	26
	Girls	21	21	21
	Total	47	47	47
Percentage of pupils at NC level 2 or above	School	92 (97)	92 (94)	92 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	28	27
	Girls	22	22	22
	Total	48	50	49
Percentage of pupils at NC level 2 or above	School	94 (93)	98 (87)	96 (94)
	National	85 (85)	89 (89)	89 (89)

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
	2002	32	25	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	27	32
	Girls	24	18	24
	Total	50	45	56
Percentage of pupils at NC level 4 or above	School	88 (88)	79 (81)	98 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	24	31
	Girls	24	21	24
	Total	47	45	55
Percentage of pupils at NC level 4 or above	School	82 (84)	79 (88)	96 (91)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
380	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
2	0	0
0	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)	16
Number of pupils per qualified teacher	24
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	181

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	885,976
Total expenditure	809,505
Expenditure per pupil	2,019
Balance brought forward from previous year	32,727
Balance carried forward to next year	109,198

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4
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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	383
Number of questionnaires returned	166

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	47	3	1	0
My child is making good progress in school.	35	52	5	1	7
Behaviour in the school is good.	41	54	2	0	3
My child gets the right amount of work to do at home.	27	55	8	2	8
The teaching is good.	40	54	2	0	5
I am kept well informed about how my child is getting on.	26	51	14	3	6
I would feel comfortable about approaching the school with questions or a problem.	53	42	2	2	1
The school expects my child to work hard and achieve his or her best.	52	43	2	0	3
The school works closely with parents.	30	55	11	2	3
The school is well led and managed.	49	46	1	1	2
The school is helping my child become mature and responsible.	46	47	0	1	7
The school provides an interesting range of activities outside lessons.	36	45	7	1	11