

INSPECTION REPORT

GREAT MILTON CE PRIMARY SCHOOL

Great Milton

Oxford

LEA area: Oxfordshire

Unique reference number: 123130

Headteacher: Fran Hill

Reporting inspector: Anna Dawson
11608

Dates of inspection: 23 – 25 September 2002

Inspection number: 250589

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

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed

School address: The Green
Great Milton
Oxfordshire
Postcode: OX44 7NT

Telephone number: 01844 279388

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Appropriate authority: The Governing Body

Name of chair of governors: Gordon Manning

Date of previous inspection: April 21st 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Great Milton Church of England Primary School is a small, rural school near Oxford. It mainly draws its pupils from Great Milton and other surrounding villages. Most pupils have attended a nursery or a playgroup before they start the reception class in the year they become five. Pupils enter the reception class with a broad range of attainments. In general their social and language skills are above average. There are 146 pupils on roll in full time education; of these 73 are boys and 73 are girls. They are grouped in five classes. This is smaller than most other primary schools. The national average is 226. Twenty six per cent of pupils are on the register for special educational needs. Most of these pupils have language and learning difficulties. This is above the national average of 23.7 per cent. There is one pupil who has a Statement of Special Educational Need. This is below average. Thirteen per cent of the roll is eligible for free school meals. This is below the national average of 18.6 per cent. All pupils are of white European origin and all speak English as their first language. Three per cent of the roll is from travelling families whose children attend intermittently. The school usually has a stable population, but at 15 per cent last year, mobility appears above average. This was because several families moved in or out of the area and there are a number of pupils who transferred into Year 5 from a neighbouring first school. The pupils who enter the school in Year 5 have similar attainments to other pupils in the school. The characteristics of the school are broadly similar to those reported at the time of the last inspection in 1998.

HOW GOOD THE SCHOOL IS

This is a very good school. The quality of relationships and the provision for pupils' spiritual, moral social and cultural development within the school are very good. Because the quality of teaching is good the pupils enjoy the challenge presented in their lessons. Pupils who are currently in Year 6 are making good progress in English, mathematics, science and attaining well above average standards. The headteacher is providing very clear educational direction. She receives the full support of a hardworking, committed staff and a very effective governing body. The parents make a good contribution to the work of the school by fundraising, running extra-curricular activities and helping their children with their work at home. The school is well thought of in the community and gives good value for money.

What the school does well

- The pupils achieve well and attain well above average standards in English, mathematics and science by Year 6.
- Quality planning and teamwork by the staff has enabled strategic improvement in the teaching and learning. The pupils learn well because they are taught effectively.
- There is very clear educational direction set for the school. The school is led and managed by the very capable headteacher and supported by a very knowledgeable governing body.
- Because there are very good relationships within the school, the pupils have very good attitudes to learning.
- The curriculum is rich and the school makes very good provision for pupils' spiritual, moral and social development.

What could be improved

- The standards in writing could be improved further for a small minority of the pupils, particularly the boys.
- The marking and presentation of pupils' work could improve by implementing agreed strategies so that written work is consistently presented well and teachers' marking informs pupils of their next learning steps.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in 1998. The key issues from the last inspection have been resolved, apart from agreed strategies for the marking and presentation of pupils' work. A policy for marking and presentation is currently being agreed by the staff. There has been good improvement in the standards in English, mathematics and science from above average to well above average. The quality of the leadership and teamwork of the staff have improved the educational direction of the school and this is successful in raising standards. The provision for pupils' spiritual, moral, social and cultural education is better than it was at the time of the last inspection.

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				Key
	All schools			similar schools	
	2000	2001	2002	2002	
English	C	C	A	A	well above average A above average B
Mathematics	A	A	A	A	average C below average D
Science	A	A	A	A	well below average E

In 2001, pupils achieved well to attain well above average standards in mathematics and science. In English, pupils' attainment, particularly that of a minority of boys in writing, was not as high. This became a focus for school improvement. The results of the national tests in 2002 demonstrate improved performance in all subjects but especially in writing. The statutory targets set by the governors for English and mathematics in 2002 were exceeded. As a result, pupils' attainment in English has risen from average to well above average. Over the last five years overall, the pupils' performance has risen at a rate similar to the national rate but was notably better from 2001 to 2002. The results should be treated with caution as when there are very small groups of pupils taking the tests, the statistical reliability of the data is diminished.

Pupils achieve well throughout the school. By the end of their reception year, most pupils have exceeded the Early Learning Goals and are working towards or within the National Curriculum. This good progress is continued in Key Stage 1 and pupils in Year 2 are attaining above average standards. The current groups of pupils in Year 6 are achieving well and attaining well above average standards in English, mathematics and science. The school has continued to be successful in raising boys' attainment in English. However, writing remains a focus for improvement, as overall boys are still not attaining as well as girls. All groups of pupils of varying abilities make good progress. The few pupils with intermittent attendance make good progress during their time in school because there are very positive relationships between the school and the families and the school makes good provision for these pupils. The school sets challenging targets for pupils' attainment and is meeting them. This is mainly due to the effective teaching, the high expectations of the staff and the pupils' enthusiasm for learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They concentrate very well during lessons because they enjoy school and find their lessons interesting.
Behaviour, in and out of	Behaviour is very good in lessons and in and around school. Pupils

classrooms	are welcoming and polite to visitors.
Personal development and relationships	Very good. Pupils are self- motivated learners. They respect the views of others and play and work happily together.
Attendance	Pupils are punctual and arrive on time. Most pupils have very good attendance. However, the overall attendance of pupils is good due to the intermittent attendance of a small minority of pupils.

The positive approach by the school towards encouraging pupils' good behaviour, positive attitudes to work and respect for self and others, is central to its aims and values. This is a happy community where the pupils' attitudes to learning are a major contributing factor to their good achievement.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching and learning is good. The teachers' high expectations of pupils and the very good relationships within the school promote the pupils' learning effectively. Strong emphasis is placed on teaching the basic skills of reading, writing and mathematics throughout the curriculum. Information and communication technology is taught effectively through all subjects. Teachers work successfully together, sharing their expertise and using time and resources to their best advantage. In the 31 per cent of very good lessons, the teachers apply the methods advocated in the National Literacy and Numeracy Strategies and use a range of other teaching methods to maximise pupils' learning. The staff take care to include fully all pupils in lessons and all other aspects of school life. Pupils are taught well to become independent learners by working on their own when required and through researching their topics. Because individual targets are set, pupils of varying abilities make good progress throughout the school. This includes the very small number of pupils with intermittent attendance. These pupils make good progress when they are in school. Those needing individual tuition or those who work better in a small group are helped by the teaching assistants who make an effective contribution to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum for pupils in the reception class is well planned and leads effectively into the National Curriculum. The curriculum for pupils throughout the school provides a broad and rich experience. There is a good range of extra-curricular activities for a school of this size.
Provision for pupils with special educational needs	Good. The teachers identify learning difficulties early. The pupils make good progress in class with the effective help they receive from the teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' spiritual, moral, social and cultural development. The pupils are prepared positively for living in a diverse society through the curriculum offered in school and the exchange visits with pupils from a variety of minority ethnic backgrounds.
How well the school cares for its pupils	The school takes good care of the pupils. There are effective procedures to promote pupils' good behaviour. Procedures for assessment are very good and the staff use assessments of pupils' work well to plan their lessons. Successful procedures are applied for child protection.

The school has a good partnership with parents. Most parents are appreciative of the care given to their children. Most help their children to learn well at home and support the school through fundraising events or by assisting pupils in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are very good. The headteacher sets very good direction for the school. The staff work together successfully with her to achieve the aims of the school and improve standards.
How well the governors fulfil their responsibilities	The governors are knowledgeable and very supportive of the school. They receive very good information from the headteacher and staff and work diligently to meet the school's targets and fulfil their statutory duties.
The school's evaluation of its performance	The school has very effective systems for evaluating its performance. All the staff work very hard to overcome any weaknesses. The headteacher and subject leaders evaluate teaching and learning and identify strategies to improve the quality of education.
The strategic use of resources	The school makes very good use of the building, time, staff and the budget to help children learn.

There are sufficient staff and teaching assistants. Their shared commitment and capacity to succeed are key to their success. The school constantly seeks to find best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children make good progress and achieve high standards. • That the quality of teaching is good and pupils are expected to do their best. • That pupils behave well and there are good relationships between pupils and staff. • That the school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • Some parents would like more information about the curriculum and feel that the school does not work closely enough with them. • A minority of parents would like more extra-curricular activities for their children • Some parents are not happy with the quantity and range of homework • A few parents feel the school is not well led or managed

The inspectors agree with the positive view of the school held by the majority of parents. The school has a good partnership with parents and they receive very good information about current events and the curriculum. The amount of homework falls within the normal range expected nationally for pupils of this age. Homework is planned well by the school to consolidate and extend what their children have studied during the day. However, the school policy for homework is not explained clearly enough to the parents. The extra-curricular activities are good for a school of this size. The leadership and management of the school are very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils achieve well and attain well above average standards in English, mathematics and science by Year 6.

1. Pupils attain well above average standards by the time they reach Year 6. The quality of teaching and the pupils' interest and involvement in lessons results in successful learning. There are well thought out targets set to meet the needs of individual and groups of pupils. Consequently, all pupils make good progress in their knowledge, understanding and skills.
2. Most pupils have good speaking, listening and social skills when they begin their reception year and are ready to learn. As a result of the good teaching in the reception class, pupils make good progress, particularly in their personal, social and emotional development and communication, language and literacy and mathematical skills. By the end of the reception year, most exceed the Early Learning Goals in all areas of learning and are working towards or within the first level of the National Curriculum. Most of the pupils for example, record and solve simple addition and subtraction problems. Most have learned letter sounds and names well and read simple stories. The teacher knows the individual attainments of the pupils very well and is skilled in identifying accurately pupils' achievements and intervening when additional help is needed. Pupils continue to make good progress throughout the school and achieve well, especially in the core subjects of English, mathematics and science by Year 6.
3. Good improvement has been made in the standards of English, mathematics and science since the last inspection when standards were above average. One of the issues for development from the last inspection in 1998 was to develop effective systems for monitoring and ensuring the progression in the development of skills for all groups of pupils. This issue has now been resolved. The school meets the needs of all pupils from those needing most help to those who are very able.
4. In 2001, pupils attained well above average standards in mathematics and science in comparison with all schools nationally and schools with similar contexts. English, writing in particular, became a focus for development, where pupils attained average rather than well above average standards. Standards in reading are high throughout the school. The school is currently raising standards in the quality of pupils' writing where not as many of the pupils, especially the boys attained at higher levels in comparison with reading, mathematics and science in 2001. Nationally, the attainment of all pupils, boys in particular, is lower in writing than in mathematics or science but the school is keen to narrow this gap.
5. The results of the 2002 national tests in English for Year 6 pupils, show a considerable improvement in standards of writing for all pupils and significantly so for boys. The school exceeded its own and the national targets in English overall and standards were raised to a similar level as mathematics and science. In English, 88 per cent of pupils gained the expected level 4 and 44 per cent gained the higher level 5. The scrutiny of pupils' work throughout the school demonstrates improved standards in writing and that all pupils are achieving well. The most successful strategies for raising attainment have been the detailed group and individual analysis of pupils' work to identify areas where extra tuition is needed. The subsequent setting of targets, shared with pupils and parents, have helped pupils to understand how to improve their work. The clearly defined objectives set in lessons and the support from the additional learning resources, booster sessions and the teaching assistants are raising standards successfully as pupils readily apply themselves to their tasks. Building self-esteem and confidence, choosing literacy texts to appeal to the boys have been instrumental in raising boys' achievement. The school has recognised that

the improved marking and presentation of pupils' work and a maintained focus on raising the attainments of a small proportion of boys are continuing objectives.

Quality planning and teamwork by the staff has enabled strategic improvement in the teaching and learning. The pupils learn well because they are taught effectively.

6. The quality of teaching and learning are good overall. The teaching was never less than satisfactory and in the small number of lessons observed, 31 per cent of them were very good and 54 per cent were good. Lessons are planned well. The teachers' assess pupils' learning frequently and make good use of their assessments to meet the needs of all the pupils. The detailed planning consistently builds on pupils' previous learning. In most lessons, the teachers effectively use the methods promoted by the National Literacy and Numeracy Strategies. Lesson objectives are shared with the pupils. Well-prepared resources meet the needs of all the pupils. The summary at the end of each session secures pupils' learning and informs the teachers how well the lesson objectives have been achieved.
7. In the very good lessons, teachers move learning along at a rapid pace. The pupils make very good progress because they frequently revisit their existing knowledge, which they apply in their new learning. The teachers frequently and successfully question pupils to test their understanding. Because the expectations set by the staff are high, the pupils are challenged very well to meet the targets set and know how to improve their work. There is a good emphasis placed on the development of problem-solving skills. Pupils are continually challenged to question and develop their thinking to find out solutions to problems. The teachers question them closely to explain their thinking and make astute interventions to develop pupils' ideas and initiative. This stretches the most able pupils and keeps them focussed on developing their knowledge and skills in their given tasks. The quality of pupils' work reflects the high expectations of the teachers who effectively use the setting of personal targets to help pupils progress to the next learning steps.
8. Recent improvements in record keeping for the identification and management of the needs of all pupils have given a sharper focus to teaching and learning. Because the school successfully identifies individual needs, all pupils make good progress. Pupils with special educational needs make good progress when they are helped in small groups or individually by their teachers. The teaching assistants are deployed well and consistently liaise with the teachers to plan their work. The very good relationships that the assistants have established with the pupils are particularly effective in boosting pupils' confidence in learning and answering questions. The assistants are skilled in interpreting the content of the lesson so that pupils are studying the same curriculum as the other pupils in the class. Pupils learn well because they are prompted to answer in class or questioned and given explanations to help them make progress. This enables the pupils to succeed in tasks that otherwise may be too difficult and allows the class teacher to support the needs of others in the class. The teachers help other pupils, including the higher attaining pupils, ensuring they are learning as well as they can. Last year, the scrutiny of past work shows that a small group of pupils in Year 6, were working within level 6 by the end of the year. A small minority of pupils, who move in and out of the school, lose some continuity in their learning when they are absent. However, the staff in the school and the additional member of staff from the local education authority keep detailed records of pupils' progress and supply them with additional work when they are away from school in order to minimise the disruption in their learning. There is good liaison with the families of these pupils who appreciate the care taken by staff to keep them informed and involved in their children's progress and learning. This has resulted in the establishment of good relationships between the school, parents and the local education authority staff. The pupils respond positively to the support given during school and the efforts made to represent their traditions and culture in the curriculum. The pupils are integrated well into school and make good progress.

9. English, mathematics and science are taught well. In English, pupils are taught the basic skills of these subjects well which are often applied in other subjects. In reading, the access to good quality resources, promotes pupils' very good attitudes to reading and enjoyment of books. The school encourages pupils through small groups and individual teaching to attain higher standards in writing. In mathematics, pupils are confident in their understanding of pattern and relationships between numbers and their operations. A good emphasis is placed on pupils understanding and explaining how to solve problems and becoming independent learners from an early age. In science, the skills of predicting, observation, testing, recording and drawing scientific conclusions are very well developed throughout the school. Teachers have good subject knowledge. The staff have recently been trained in information and communication technology which is integrated well into all subjects. In subjects such as physical education, music and art and design, visiting speakers and specialist teachers or sports coaching help to enhance further the curriculum and pupils' learning. The displays of pupils' work around the school create a positive learning environment as the pupils' achievements are celebrated in the displays. This motivates pupils to do well as the staff take care in the presentation of work on display and pride in pupils' achievements.

There is very clear educational direction set for the school. The school is led and managed by the very capable headteacher and supported by a very knowledgeable governing body.

10. The systems in place for performance management are very good. There is a very clear management structure in place. All members of staff with responsibilities work together very well to carry out their roles. This results in a very good direction that is set to implement the school's aims of providing a high quality education to meet the needs of all pupils.
11. There are rigorous assessment procedures to find out if the standards are high enough and where improvements in standards can be made in the core subjects of English, mathematics and science. The school identifies strengths and weaknesses from the results of national tests, which are compared with national and similar schools. Pupils' achievements are tracked through school year by year and help is placed where it is needed most. The introduction of a policy on marking and presentation of work that is understood and shared by all the staff will enhance the target setting process. The predicted targets set for pupils' progress quickly enable staff to identify those who are falling behind and need additional support. The school focus for development on literacy has been particularly successful in drawing on the expertise of all staff and the development of teamwork in order to move forwards together towards a common goal. Time has been given for staff to develop their subject expertise and to monitor the teaching and learning across the school. This has resulted in staff sharing their expertise with one another and contributing effectively to set challenging targets for further development. For example, as part of the format for recording lesson observations, the identification of the 'next steps in learning' help staff to think ahead when planning future work. As a result of continuous focus for improvement, pupils' attainment has risen.
12. The drive for improvement is linked to supporting the professional development of all staff. The teaching assistants are well trained to work from teachers' plans to support groups of pupils needing most help. The school makes best use of their expertise and promotes their professional development. Most attend in-service training to increase their expertise in particular aspects of education appropriate to pupils' learning or take advantage of higher education degree courses. There is no doubt of the success of this strategy and the quality of the work of the assistants as the pupils they support are achieving well. The priorities of the school and individual staff expertise and needs are linked to training opportunities. The headteacher is keen to find out about new initiatives and to train her staff in the most up-to-date methods.

For example, the school is presently evaluating new methods used to accelerate pupils' learning and meet the needs of the very able pupils.

13. The knowledgeable governors are very supportive of the school. They are fully informed by the headteacher and the staff and fulfil their statutory responsibilities very well. Financial spending is frequently monitored alongside the school priorities and the standards pupils attain. The school improvement plan is an effective tool, which is used well to aid the continuing development of the school. The educational provision is enhanced by the successful outcomes of bids that are made. For example, there have recently been successful bids to fund resources for information and communication technology. The governors are thorough when evaluating best value for money, considering the benefits to the pupils and the curriculum priorities before committing to expenditure.

Because there are very good relationships within the school, the pupils have very good attitudes to learning.

14. One of the most notable features of the school is the pupils' enthusiasm for learning. The Christian ethos and very good relationships within the school create a successful learning environment. The pupils are excited by learning. This is demonstrated by their confidence in asking questions to find out information or to extend their thinking. Particular care is taken to fully involve all the pupils in all the activities offered by the school. The school is successful in embracing all pupils within its values of tolerance and respect for one another. When pupils are asked about the school rules, one pupil remarked that the rule is 'never hurt anybody by word or action'. This is clearly understood by all the pupils and demonstrated in the positive and purposeful play during school break times. Because the pupils are happy, settled and valued by the staff for the contributions they make, they learn well. The school promotes a work ethic and achievement is celebrated at every opportunity and rewarded by praise in the classroom and during school assemblies. Pupils feel the school belongs to them and that their opinions are taken into account. Initiatives such as the 'school council' system, where pupils put forward their ideas on how to improve provision, have benefited all pupils. As a result of discussions between pupils, staff and governors additional play equipment has been purchased for use at playtimes and improvements to the toilets have been made. The work from topics such as 'The Caribbean' or 'The Tudors' that the pupils in Years 5 and 6 study, involving history, geography and the arts is demonstrated to parents and then adopted as a theme for the summer fete. Projects such as these reinforce the good relationships the school enjoys with the village and helps pupils to further their knowledge and understanding of citizenship.

The curriculum is rich and the school makes very good provision for pupils' spiritual, moral and social development.

15. All subjects are being taught well from a rich broad curriculum. The improvement in standards in religious education was identified for improvement at the time of the last inspection. An improved curriculum has helped to raise standards in this subject and this is no longer an area of concern. The teachers' and governors' aim for pupils to have a broad education is very well developed but not at the expense of academic standards. There is a very good emphasis placed on pupils' personal, social and health education. The enthusiasm of the pupils' to learn is fostered effectively by teaching research and problem-solving skills. The older pupils take part in environmental work, music and drama projects or devise strategies for making and selling a commercial product. Pupils created the 'Magical Munch Company' and made and marketed their 'Wicked Wizard Bar'. Such projects involve teamwork and allow those with particular talents to excel. The visitors and specialist staff who come in to teach music or sports or to help take the pupils on visits to places of interest successfully contribute to pupils' learning. Provision for extra-curricular activities, which includes music, drama and sports, is good for a school of this size. Pupils are

encouraged to take part in a range of extra-curricular activities to further their skills and interests and support the clubs well. The pupils are confident, independent learners.

16. The school makes very good provision for pupils' spiritual, moral and social development. The family values of the school are strongly represented in the everyday life of the school. Visits from local clergy promote well the Christian values that permeate school life. The staff set a good example to pupils in their relationships with pupils and other adults. Praise and rewards for good work, behaviour and thoughtful acts of helpfulness and kindness promote good attitudes to work and responsible and caring attitudes to others. The teachers encourage pupils to reflect on moral and social issues that concern them in whole-class discussions known as 'circle times'. Pupils' discuss and resolve and form a greater understanding of the issues that concern them with the help of their teachers. The very good relationships extend into playtimes. Anti-social behaviour or bullying is rare and promptly acted upon by the headteacher. The shared high expectations of behaviour are upheld by the whole school. The pupils feel responsible for their actions and know that their opinions and concerns are valued. Year 6 pupils, as the oldest pupils, have a particular responsibility to help others abide by the school rules and to help with the smooth day-to-day running of the school. For instance they act as 'bench buddies' at playtimes and help other pupils overcome difficulties in relationships. Pupils' social development is extended through residential visits annual events such as drama and music presentations or sporting events where the pupils mix with pupils whom they do not usually meet. Links with pupils from a nearby city school extend pupils' social skills and their understanding of the diversity within society as they meet others from different minority ethnic backgrounds. These experiences make a significantly positive impact on pupils' personal and social development.

WHAT COULD BE IMPROVED

The standards in writing could be improved further for a small minority of the pupils, particularly the boys.

17. The school is successful in raising boys' attainment in writing. This is a continuing focus for improvement for a minority of pupils who still need further support. A range of opportunities is planned for pupils to practice their skills, not only in the literacy hour but also through other subjects. Writing is given a high profile in the school. Strategies to encourage all pupils, particularly the boys to attain higher standards are strengthened by inviting male role models to talk to the pupils. For example, a male storyteller and a writer, a Caribbean poet and a theatre company have visited the school. The male football coach and a father of one of the pupils help boys with literacy activities. In addition, the variety of library books has been extended to provide more boy-friendly texts. For example, where boys are the main narrative voice or stories centre on boys' interests such as football. Increased opportunities for speaking and reading have been planned into the curriculum. The teaching assistants as well as the teachers have been successfully trained in strategies to help raise pupils' attainment. Consequently, the focused teaching in small groups by the teachers and teaching assistants effectively supports the less confident pupils and keeps individual pupils focused on their tasks. Strategies such as these are successful in raising boys' attainment.

The marking and presentation of pupils' work could improve by implementing agreed strategies so that written work is consistently presented well and teachers' marking informs pupils of their next learning steps.

18. The development of a policy with agreed strategies and standards for the marking and presentation of pupils' written work is a current focus for school improvement. Most pupils' handwriting is neat and legible and well formed. However, there are occasions when untidy presentation leads to pupils making mistakes. Staff motivate pupils through ticking their work and writing encouraging comments. Some teachers write how pupils can improve their work. However, the standard of presentation and the quality of teachers' marking is inconsistent throughout the school. This is because there are no commonly agreed strategies by the staff. While staff are very good at identifying where pupils need to improve, written comment on how pupils can improve their presentation and written work is not always as clearly communicated. Some pupils are not sure exactly what is required of them to move forward. A sharper focus in demonstrating the improvements needed in marking would more effectively promote pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. the governors, headteacher and staff should continue to raise pupils' attainment by:

- (1) continuing to develop strategies to raise attainment in writing, particularly of under-achieving boys;
- (2) implementing an agreed policy for the marking and presentation of pupils' work to clearly communicate to pupils the skills they need to improve their work.

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	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	7	2	0	0	0
Percentage	0	31	54	15	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 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)	146
Number of full-time pupils known to be eligible for free school meals	19

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	38

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	10	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	19	19	18
Percentage of pupils at NC level 2 or above	School	(95) (90)	(95) (90)	(90) (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	19	18	19
Percentage of pupils at NC level 2 or above	School	(95) (90)	(90) (95)	(95) (90)
	National	84 (85)	84 (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	8	11	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	16	18	18
Percentage of pupils at NC level 4 or above	School	(84) (79)	(95) (86)	(95) (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	15	18	19
Percentage of pupils at NC level 4 or above	School	(79) (79)	(95) (86)	100 (90)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. When ten or fewer boys or girls take the tests, their numbers are not reported.

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	127	0	0
White – Irish	0	0	0
White – any other White background	19	2	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	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)	7.7
Number of pupils per qualified teacher	18
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	93.5

Financial information

Financial year	2001/02
	£
Total income	344256
Total expenditure	352724
Expenditure per pupil	2384
Balance brought forward from previous year	26193
Balance carried forward to next year	17725

Recruitment of teachers

Number of teachers who left the school during the last two years	2.2
Number of teachers appointed to the school during the last two years	1.3
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 40%

Number of questionnaires sent out	146
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	37	5	2	0
My child is making good progress in school.	31	54	7	3	5
Behaviour in the school is good.	25	59	9	2	5
My child gets the right amount of work to do at home.	10	44	32	7	7
The teaching is good.	27	63	2	0	8
I am kept well informed about how my child is getting on.	24	52	18	3	3
I would feel comfortable about approaching the school with questions or a problem.	41	47	10	2	0
The school expects my child to work hard and achieve his or her best.	34	59	2	0	5
The school works closely with parents.	10	63	19	3	5
The school is well led and managed.	14	58	15	5	8
The school is helping my child become mature and responsible.	32	58	3	0	7
The school provides an interesting range of activities outside lessons.	12	52	25	3	8

Percentages are rounded to the nearest integer and may not total 100.