

INSPECTION REPORT

FEN DITTON PRIMARY SCHOOL

Cambridge

LEA area: Cambridgeshire

Unique reference number: 110605

Headteacher: Mrs Jenny Russon

Reporting inspector: Dennis Maxwell
8798

Dates of inspection: 8 – 10 May 2000

Inspection number: 182434

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
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Horningsea Road Fen Ditton Cambridge
Postcode:	CB5 8SZ
Telephone number:	01223 292342
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Appropriate authority:	The Governing Body
Name of chair of governors:	Peter Deaville
Date of previous inspection:	12 June 1995

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WHAT THE SCHOOL DOES WELL

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The pupils have very good attitudes. Pupils are eager to learn and work hard. Behaviour in lessons and around the school is consistently very good. Relationships with adults and other children are very good.

There is a very high level of pastoral care and welfare provision for the pupils. Parental involvement with the school is very good and communication is good between the school and parents.

Provision for pupils with special educational needs is good, enabling them to learn well.

The curriculum is good. It provides a broad, balanced and interesting curriculum that stimulates the pupils and leads to good standards. The rich mixture of extra-curricular activities enhances and extends the pupils experiences well.

The quality of teaching is a strength of the school. It enables the pupils to reach high standards by the end of Key Stage 2.

The headteacher brings outstanding qualities of leadership to the work of the school that, with the support of the deputy, governing body and all staff, has established a school which is very effective and continues to evolve.

WHAT COULD BE IMPROVED

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The school should implement its plans for clear procedures to assess pupil's attainment and progress, and the school is aware of this. The current good practice should be shared and developed, to become consistent through the school.

The marking of pupils' work should be reviewed, particularly to include comments that indicate how pupils should improve. The use of targets that give clear direction on aspects to improve should be extended.

The role of the subject co-ordinators in supporting planning for teaching and learning should be developed, especially in science and the foundation subjects.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fen Ditton Primary School is a small school for pupils aged 4 to 11 years. It is situated to one side of the village and provides education for children in Fen Ditton, Horningsea and Clayhythe, as well as drawing pupils from housing on the eastern edge of Cambridge City. There are 133 pupils on roll, of whom very small numbers are from ethnic minority heritages. Seven children were under the age of five years at the time of the inspection. The percentage of pupils entitled to free school meals, at 18 per cent, is broadly average. Five children receive support with English as an additional language. There is a wide range of ability amongst the pupils on entry. On average, pupils' attainment by age five is below the national average. Thirty two per cent of pupils are on the register of special educational needs, and one pupil has a Statement. The design of the new building is now attractive and it functions well. The development of the grounds is amongst the next projects for the school.

HOW GOOD THE SCHOOL IS

The school is very successful in providing a rich and varied education that reflects its aims, where the care and tasks help all pupils to develop and feel secure within a rich environment. The school ethos is very good, supported by the professional dedication of all staff. The school provides a stimulating education that enables the pupils to make good progress. The parents and many other adults are highly involved in the work of the school.

The headteacher provides outstanding leadership, supported well by the committed governing body and deputy headteacher. The school fosters the personal development of the pupils effectively, so that they gain in maturity and take on tasks responsibly. The staff provides a high level of care for the pupils' health and welfare, and their pastoral guidance. Teaching is a strength of the school. The teaching is good at all key stages, but particularly by the experienced teachers at Key Stage 2 which results in well above average standards. The school provides very good value for money.

What the school does well

- The pupils have very good attitudes. Pupils are eager to learn and work hard. Behaviour in lessons and around the school is consistently very good. Relationships with adults and other pupils are very good.
- There is a very high level of pastoral care and welfare provision for the pupils. Parental involvement with the school and communications are very good.
- Provision for pupils with special educational needs is very good.
- The curriculum is good. It is a broad, balanced and interesting curriculum that stimulates the pupils and leads to good standards. The rich mixture of extra-curricular activities enhances and extends the pupils' experiences well.
- The quality of teaching is a strength of the school. The good teaching enables the pupils to make good progress and reach high standards at the end of Key Stage 2.
- The headteacher brings outstanding qualities of leadership to the work of the school. With the support of the deputy, governing body and all staff, she has established an effective school that continues to evolve.

What could be improved

- The school should implement its plans for clear procedures to assess pupils' attainment and progress, and the school is aware of this. The current good practice should be shared and developed to become consistent through the school.
- The marking of pupils' work should be reviewed, particularly to include comments that indicate how pupils should improve. The use of targets that give clear direction on aspects to improve should be extended.
- The role of the subject co-ordinators in supporting planning for teaching and learning should be developed, especially in science and the foundation subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1995. Since that time standards have improved overall by the end of Key Stage 2 in line with the national trend. The school has made good improvements in the key issues identified during the last inspection. The general management of the school is very good. The headteacher, all staff and the governing body have worked extremely hard to produce policies and schemes of work for all subjects that provide a good structure and basis for progression. Pupils are actively involved in their learning. The school has also made good improvements to lesson planning, although formal assessment procedures and marking require further work. The contribution of the governing body is very effective in providing strategic direction, and in asking searching questions. The headteacher and other staff make lesson observations to monitor standards. The school has maintained a high quality education for its pupils, with challenging and worthwhile tasks that are developed consistently across the school. The school has improved the information technology provision, and has plans to extend this further. Currently there is no secure outside play area for the children under five, but the school is committed to making high quality Under Fives provision and has firm plans to create a play area by September 2000. The school has a good capacity for further improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	A	A	A
Mathematics	A*	A	A	A
Science	A	A	A	A

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

Standards in English, mathematics and science are well above both the national average and the average for similar schools. The school has given a particular emphasis to the style and structure of writing during the past two years that has improved the quality and range of pupils' writing. Inspection findings indicate that the pupils' achievements in English, mathematics and science are above average in the work seen in school by the end of Key Stage 2. The category A* shows that the school's results in English and mathematics in 1997 were in the highest 5 per cent nationally.

Standards have improved overall at Key Stage 1 in writing and mathematics, and have been maintained in reading. The interpretation of the results year by year requires caution due to the small year groups and the change in ability profiles. The proportion of pupils reaching the expected level 2 was well below the national average in writing and mathematics in 1999. However, the proportion reaching the higher level 3 was above average in mathematics and science, and well above average in writing. The trend in the school's results at Key Stage 2 was broadly in line with the national average over the past four years. The school has set suitably challenging targets for pupils in Year 6 for the national tests in 2000, of 83 per cent gaining Level 4 or above in English, and 79 per cent in mathematics. The school is on course to meet these targets for this cohort. Investigative work in science has improved since the previous inspection, particularly at Key Stage 2, and supports pupils' attainments. The quality of learning opportunities is good in several subjects. For example, pupils are making good progress in enquiry and research skills. The school provides good creative opportunities for art. The pupils in Years 3 and 4 researched original designs to produce artefacts with a good range of skills and materials of North American Indian artwork. Pupils acquire a broad range of skills in information technology, using a good selection of facilities to extend their work.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive and enthusiastic. Pupils are motivated well to learn in a way that promotes their attainment.
Behaviour, in and out of classrooms	A notable feature of the school. Pupils display care for each other, and take a pride in the school environment.
Personal development and relationships	Relationships are very good. The school council gives valuable opportunities for initiative and responsibility, and pupils make constructive decisions.
Attendance	Satisfactory. Improving punctuality should be given more attention.

Pupils are interested in their tasks and enjoy their learning. They settle down to work quickly, and work well together. Pupils help each other in many ways, and all members of staff provide a high level of affectionate support. Pupils take on duties in class and around the school willingly and have a good sense of responsibility. The pupils' very good attitudes and behaviour and their positive response all contribute to the effectiveness of their learning and to good standards.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	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 through the school is a strength overall. The teaching of English and mathematics was good in around half the lessons seen, and satisfactory in the rest. Teachers' lesson planning is thorough. Activities are chosen well to promote pupils learning and interest. Pupils are managed very well and relationships between staff and pupils are very good. There is a positive and valued contribution from the large numbers of assistants and parents in the classrooms. Basic skills are taught well in numeracy and literacy, and research skills for example are extended through geography, history, information technology and art. In a few lessons the consolidation of pupils' skills is under-emphasised. The marking of pupils' work is conscientious, but not consistently helpful. The teaching of the Under Fives is good overall within a stimulating environment.

The school plans for the needs of all pupils carefully, adjusting the demands of tasks well on most occasions to match their understanding. The percentage of satisfactory or better teaching was 100 per cent and of very good or better teaching was six per cent. Pupils quickly become interested and engaged in the tasks and many are keen to give their ideas and contribute answers. They have good motivation that helps promote good standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad, balanced, and well structured so that planning is supported well. The school should review the time allocations for literacy and numeracy to reconsider provision for other subjects.
Provision for pupils with special educational needs	Provision is good, and supports pupils' learning well. The daily support given to pupils is very good. The new co-ordinator gives thorough management.

Provision for pupils with English as an additional language	School uses the county support service as appropriate and provision is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The emphasis on moral and social development is a strength, encouraging pupils to become mature young people. The school works hard to provide an interesting range of cultural experiences, including theatre groups and tele-conferencing with pupils in Greece. Assemblies give good attention to spiritual understanding, although this is less evident within lessons.
How well the school cares for its pupils	School provides a high level of care and pastoral guidance that is appreciated by the parents.

The quality of the learning environment for pupils in the reception class is good. Through the school, the curriculum is well structured and for example gives good attention to investigative work in science. Many tasks foster independent learning in Key Stage 2, for example in the use of the Internet and research skills. Appropriate emphasis is given to English and mathematics, with daily sessions for numeracy and literacy. The organisation of the school curriculum also ensures that pupils have good learning opportunities and experiences in other subjects. Since the last inspection the school has established good planning systems and schemes of work that ensure equality of access for all pupils, and good opportunities to learn and make progress. The assessment procedures are under-developed, and are not implemented consistently through the school, and the school is aware of this. The school has very good relationships with parents and works closely with them. The school cares for the pupils well and there are appropriate procedures in place to ensure their safety and well-being. There is a residential visit for pupils in Years 5 and 6 that promotes social development as well as good quality experiences and subject knowledge.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has outstanding qualities of leadership. She quickly analysed the priorities following the previous inspection and motivated staff to work towards shared objectives. All staff are committed to fulfilling their responsibilities.
How well the governors fulfil their responsibilities	The governing body is very effective, and gives good strategic direction for the development of the school. They fulfil their responsibilities well and are frequently in the school. This helps inform their decisions.
The school's evaluation of its performance	The school carries out a thorough audit of progress in curriculum and other matters prior to preparing the development plan. The governing body has good procedures for monitoring the work of the school, including literacy, numeracy and special educational needs. All this is fed into the identification of new priorities. The school monitors the performance of individual pupils through national tests, and sets appropriate targets.
The strategic use of resources	Good. The school uses all resources effectively for the benefit of the pupils, and provides very good value for money.

The headteacher promotes a purposeful atmosphere and high standards. Since the previous inspection most members of the governing body are new and they have expressed with the headteacher their vision of a high quality education for the pupils. The headteacher, with the senior staff, provides excellent leadership for the educational direction of the school. The headteacher has a thorough and perceptive understanding of all aspects of the school, supported through her regular monitoring procedures. She analyses the strengths and weaknesses carefully, and has a clear vision of intended developments that are predicated on a high quality education for the children. The level of staffing is good for meeting the needs of the pupils. Accommodation is very good, kept in good

order by the caretaker. There is a good selection of resources that support pupils' learning well. The school considers carefully how the resources will be used for the best advantage of the pupils. The school development plan is focused on raising standards through good provision. The school applies the principles of obtaining best value in all major areas of spending. The finance secretary provides excellent service and is an asset to the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • It is a caring environment. The reward system for pupils' efforts. • An approachable staff. Good welfare and information • The quality of teaching • The management of the school 	<ul style="list-style-type: none"> • There were no real concerns.

The inspectors agree with the many positive views of the parents. These include the view that the school has a spirit of care and understanding in relationships with the pupils and parents, and that the quality of management is very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils have very good attitudes. Pupils are eager to learn and work hard. Behaviour in lessons and around the school is consistently very good. Relationships with adults and other children are very good.

1. Pupils have very positive attitudes and are enthusiastic about their work. The pupils are motivated well to learn by the good teaching that gives praise and encouragement, and this promotes their attainment. Pupils are interested in their tasks and enjoy their learning. For example, pupils in Years 3 and 4 are producing a range of artefacts such as masks and plates as part of their topic on the Greeks. They are hard working and very keen to achieve good results. Pupils settle to work quickly and conscientiously. Pupils help each other in many ways, for example by working co-operatively in a group to make a Greek temple. The pupils' very good attitudes and their positive response contribute well to the effectiveness of their learning and to good standards. The very good relationships between staff and pupils are strengths of the school.
2. Pupils have a pride in their school that is well justified. There is a good sense of pupils sharing their ideas and working co-operatively. Many listen well to their friends and help those who find the work more difficult. Most pupils continue to work well, even when not directly supervised, and they maintain concentration well. Pupils with special educational needs are given sensitive support that maintains their attention well and helps them to achieve. Pupils are genuinely pleased for the success of their friends, noted for example in assembly when a certificate was awarded for a child learning to skip.
3. The behaviour of all the pupils is very good. Pupils quickly appreciate the considerate and well-managed ethos as they enter school, and become well-adjusted young people. They understand what is right and wrong, and want to be good friends at all times. Pupils are friendly and polite and give help willingly when needed. Pupils meet the teachers' high expectations for behaviour, so that lessons maintain a good working atmosphere. The pupils' behaviour on the playground is also good. They learn to skip or use a hula-hoop, taking great delight in the good example of several teachers joining in. Lunchtimes are civilised occasions where children talk easily. Pupils take good care of the school and its environment. No incidents of aggressive behaviour were seen during the inspection and bullying is said to be very rare. There have been no exclusions during the last year.

There is a very high level of pastoral care and welfare provision for the pupils. Parental involvement with the school is very good and communication is very good between the school and parents.

4. The school provides a high level of care for the pupils and appropriate procedures are in place to ensure pupils' safety and well being. The support provided for their welfare is very good, including provision for the pupils' personal development. The school has a warm and caring atmosphere in which pupils are happy and secure. This was emphasised by the parents at the pre-inspection meeting, in the questionnaires and during discussions with pupils. The staff provides a very good level of pastoral support and pupils feel able to talk to them about any worries or problems. By the end of Key Stage 2 teachers expect pupils to work independently, helping them to gain well in confidence and maturity that is ahead of their years.
5. Child protection procedures are very good. Members of staff have regular updates to their training. Class teachers are well aware of pupils' needs and give very good support to them all in class, including those with special educational needs. Appropriate teaching of sex education and drugs awareness takes place. The school has good procedures to promote and monitor attendance. The importance of regular and punctual attendance is emphasised by the headteacher in newsletters and registers are properly monitored. Procedures to administer tests and use the results are good. There are good examples through the school in the use of assessment information to guide curricular planning.

6. There is an effective policy for health and safety and the management of this on a day-to-day basis is good. Governors carry out regular safety checks. First aid procedures are good. The school has a very good relationship with parents and works closely with them on the education of their children. This has a beneficial impact on the attainment and progress of the pupils. Many parents help in school and are active in promoting developments. The views of the parents are strongly supportive of the school.

Provision for pupils with special educational needs is good, enabling them to learn well

7. Procedures for monitoring the attainment and progress of pupils with special educational needs are thorough. Reviews of the very good individual education plans take place regularly as required, and pupils are placed at the appropriate stage on the special needs register. Pupils are given sensitive support that maintains their attention well and helps them to achieve. The register of special educational needs shows that several pupils move off the register as they make progress. Effective support is provided for the pupil with a Statement.

The curriculum is good. It is a broad, balanced and interesting curriculum that stimulates the pupils and leads to good standards. The rich mixture of extra-curricular activities enhances and extends the pupils' experiences well.

8. The curriculum for the Under Fives and Key Stages 1 and 2 is planned well to provide pupils with interesting and worthwhile tasks. Since the last inspection the school has worked hard to prepare clear subject policies and schemes of work that support planning and provide good progression. The academic subjects, such as English, science and history, receive good attention within a balanced timetable. There is a good focus on literacy and numeracy that is often extended into other subjects, for example measuring in design and technology and accounts of historical characters and events. There is also a good programme of personal, social and health education issues. There is good equality of access for all pupils, and good opportunities for them to learn and make progress. Provision for extra-curricular activities is good, particularly for pupils in Key Stage 2.
9. Pupils take part in many local activities, including events with their local group of schools, enhancing the experiences well. Representatives from local churches take school assemblies. The school has very good relationships with partner institutions, including the nurseries and playgroups, and the local secondary school.
10. The overall provision for pupils' personal development, and their spiritual, moral, social and cultural development is very good. The school makes very good provision for pupils' moral and social development, encouraging pupils' good attitudes to learning. Provision for pupils' spiritual development is satisfactory since there is less evidence of promoting this awareness within lessons. Provision for cultural development is good, with many worthwhile activities which work towards an understanding of today's multi-cultural society.

The quality of teaching is a strength of the school. It enables the pupils to reach high standards by the end of Key Stage 2.

11. The quality of teaching through the school is a strength overall. Teaching has several strengths, maintaining the standards of the last inspection in 1995. The school plans for the needs of all pupils carefully, adjusting the demands of tasks well on most occasions to match their understanding. The percentage of satisfactory or better teaching was 100 per cent and of very good or better teaching was six per cent. The good teaching encourages pupils to become interested and engaged in the tasks. The teachers set high expectations that promote good motivation and standards.
12. The school has worked hard on monitoring and evaluation of teaching and learning, especially in the core curriculum. This has helped to consolidate strengths such as the skilful use of teaching methods and the very effective management of pupils. Lesson planning is thorough, and tasks are chosen well to promote pupils' learning and interest. Basic skills are taught well in numeracy and literacy, and research skills for example are extended in several subjects, including information technology and art. In a few lessons the consolidation of pupils' skills is under-emphasised, although plenary sessions in many lessons are used well to recap what has been learnt and what needs to be done next. The marking of pupils' work is conscientious, but not consistently helpful. The teaching of the Under Fives is good overall within a stimulating environment. Teachers throughout the school use their skills of questioning to good effect in

helping pupils to think about their work. Teachers' informative, lively and well-structured explanations, based on good subject knowledge, contribute well to good quality learning. They make good day-to-day assessments of the pupils as they work.

The headteacher brings outstanding qualities of leadership to the work of the school. With the support of the deputy head, governing body and all staff, she has established an effective school that continues to evolve.

13. The headteacher has very good qualities of leadership that she uses to good effect in promoting a busy atmosphere and high standards. The aims and values of the school are evident through its work. The school has addressed all the issues of the previous inspection very thoroughly, making good improvements. The headteacher has a detailed understanding of all aspects of the school. The governing body has good links with the school and a governor is linked to each class, although not all subjects are linked to a governor. The curriculum is managed and developed well by the co-ordinators. The headteacher has strengthened procedures for the support and monitoring of teaching recently by making classroom observations of all teachers. There are good procedures to monitor medium-term curriculum plans, although checking teachers' daily lesson plans is less consistent. Staff professional development is carefully planned, and matched to school priorities.
14. The process of development planning is very good. The staff and governing body evaluate the progress through the previous year thoroughly and agree new priorities. The headteacher and governing body work together very well and have a clear view for the strategic management of the school. The governing body is very effective in its work, is strongly committed to the school and bases its decisions clearly on raising standards. They fulfil their statutory duties very well. The school has several good procedures to monitor and evaluate performance. The headteacher has good procedures that support the management of planned developments. The school finance secretary is excellent in her handling of school business and prepares alternative budgets so that the governing body may consider the effects of spending decisions carefully and obtain best value. The school meets statutory requirements in all respects, other than in minor details that are being addressed.

WHAT COULD BE IMPROVED

The school should implement its plans for clear procedures to assess pupils' attainment and progress, and the school is aware of this. The current good practice should be shared and developed, to become consistent through the school.

15. Arrangements for monitoring pupils' academic progress are satisfactory overall. The baseline assessments for pupils as they enter school are thorough and used carefully to plan activities. Procedures for assessing attainment in English and mathematics using national tests provide data that are used well to set both individual and school targets. There are good examples through the school in the use of assessment information to guide curricular planning, although there are no whole school procedures and practice is inconsistent. Teachers' formal assessments of pupils' work are not recorded systematically in a way that helps further planning and teaching across the school, and staff are aware of this. Current assessment practice does not provide a sufficiently secure basis of recorded evidence for monitoring attainment and progress, nor for completing the annual reports to parents.

The marking of pupils' work should be reviewed, particularly to include comments that indicate how pupils should improve. The use of targets that give clear direction on aspects to improve should be extended.

16. Pupils' work is usually marked conscientiously, but seldom includes information on their attainments and aspects to work on. Marking often focuses on specific skills or correct factual answers, for example of spellings or arithmetic. Within topic work or extended writing, for example, the pupils' recall of information or style of language is noted. In science, the methods and presentation may be marked. With the younger pupils a dialogue between the teacher and pupil frequently serves to clarify attainments. However, much recorded marking is unqualified praise, without making clear what it is that is good, or where further effort is needed. At present there is no consistency in the approach to marking or the recording procedures, and the marking of pupils' work gives insufficient support in helping pupils to understand how to

improve.

17. The school has begun to set individual targets for pupils, usually in English and mathematics. Pupils are keen to know how they are getting on and are responding well to this initiative. However, the targets are not set in all classes, and marking is not clearly linked to them to show understanding or improvement. The understanding and practice of reviewing the targets to maintain challenge is still at an early stage, but is beginning to have a positive influence.

The role of the subject co-ordinators in supporting planning for teaching and learning should be developed, especially in science and the foundation subjects.

18. The whole staff has worked extremely hard in preparing up-to-date schemes of work since the previous inspection, so that long-term planning is good. The planning for literacy and numeracy has been a focus for development and is generally supported well. Subject co-ordinators have good procedures to monitor medium-term curriculum plans for their subjects, and check carefully that they are consistent with the schemes of work. They generally do not see the weekly planning to discuss the focus for specific lessons or check teachers' daily lesson plans. The co-ordinators do not usually contribute to planning about further tasks, so that their influence and experience is not available formally.
19. The co-ordinators have occasional non-contact time which enables them to monitor and evaluate their subjects. They are thoughtful about the development needs of their subjects but generally use only a limited range of methods to evaluate provision. For example, work sampling to monitor the quality of pupils' work is done occasionally, but is not yet a routine for setting expectations, and to inform discussions. The headteacher has helped prepare the teachers for subject management responsibilities so that subjects receive basic support and review. The role should now be extended to give more direct support at the times of lesson planning and in using a wider range of monitoring methods.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. The headteacher, governing body and staff should give attention to the following issues.
 1. Improve the assessment procedures by, (paragraph 15):
 - a) Reviewing the place of assessment within the present arrangements for planning, teaching and evaluation.
 - b) Identifying and sharing good practice and clarifying the purposes of on-going assessment.
 - c) Including time for pupil observations in lessons to an agreed arrangement of subjects and units of work.
 - d) Developing manageable strategies for recording on-going assessments that relate to key statements in the National Curriculum or other significant stages, giving attention to the timing of planned units of work and key learning outcomes.
 - e) Agreeing a manageable schedule for completing assessments and ensuring that assessment is used to shape further planning and teaching through sensible monitoring procedures.
 2. Improve the effectiveness of marking pupils' work by (paragraphs 16, 17):
 - a) Reviewing the place of marking within teaching and learning.
 - b) Clarifying the purposes of marking.
 - c) Establishing key targets in the core subjects that are revised as pupils make progress, related to key learning outcomes.
 - d) Ensuring that marking is formative by helping pupils to know what they have achieved and where further improvement is required.
 3. Develop the support role of subject co-ordinators by (paragraphs 18, 19):
 - a) Arranging planning meetings between subject co-ordinators and key stage teachers to an agreed schedule that gives appropriate emphasis to literacy, numeracy and each subject in turn.
 - b) Extending the arrangements for monitoring medium-term planning and observing lessons to include regular discussions about pupils' work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	56	38	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll (FTE for part-time pupils)	133
Number of full-time pupils eligible for free school meals	24

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	43

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%
School data	5.1
National comparative data	5.4

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	13	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	6	8
	Girls	11	10	9
	Total	18	16	17
Percentage of pupils at NC level 2 or above	School	86	76	81
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	11	9	10
	Total	18	17	18
Percentage of pupils at NC level 2 or above	School	86	81	86
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	6	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	6	4	6
	Total	13	11	13
Percentage of pupils at NC level 4 or above	School	100	85	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	6	4	6
	Total	13	11	13
Percentage of pupils at NC level 4 or above	School	100	85	100
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	102
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.5
Number of pupils per qualified teacher	24.2
Average class size	21.6

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	65

FTE means full-time equivalent.

Financial information

Financial year	1999
	£
Total income	201 878
Total expenditure	198 083
Expenditure per pupil	1 468
Balance brought forward from previous year	16 300
Balance carried forward to next year	20 095

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	140
Number of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	21	4	0	4
My child is making good progress in school.	64	36	0	0	0
Behaviour in the school is good.	54	43	4	0	0
My child gets the right amount of work to do at home.	36	57	7	0	0
The teaching is good.	71	29	0	0	0
I am kept well informed about how my child is getting on.	64	36	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	86	11	0	0	4
The school works closely with parents.	36	54	4	0	7
The school is well led and managed.	68	32	0	0	0
The school is helping my child become mature and responsible.	61	39	0	0	0
The school provides an interesting range of activities outside lessons.	32	61	7	0	0