

INSPECTION REPORT

Stockton on the Forest Primary School
Stockton on the Forest, York

LEA area : York

Unique Reference Number : 121360

Headteacher : Ms J Elliott

Reporting inspector : A T Taylor, 14887

Dates of inspection : 18 – 22 October 1999

Under OFSTED contract number: 707633

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
Type of control :	County
Age range of pupils :	4 - 11
Gender of pupils :	mixed
School address :	The Village Stockton on the Forest York YO32 9UP
Telephone number :	01904 400366
Appropriate authority :	The Governing Body
Name of chair of governors :	Mr J Coldwell
Date of previous inspection :	January/ February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
A T Taylor, Rgl	Science	Attainment and progress
	Art	Attitudes, behaviour and personal relationships
	Music	Teaching
	Physical Education	
	Children under five	
J Madden, Lay Inspector		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
R Knott	English	Leadership and management
	Information technology	Staffing, resources and accommodation
	Geography	Efficiency
W Stenton	Mathematics	Curriculum and assessment
	Religious education	Spiritual, moral, social and cultural development
	Design and technology	
	Special educational needs	
	Equality of opportunity	

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The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway

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MAIN FINDINGS

What the school does well

Standards achieved by the time pupils are 11 are above average in English, Mathematics and Science

- Teaching is consistently good throughout the school, in particular the teaching of mathematics is a strength
- Effective teaching and the quality of the provision made ensures that pupils with special educational needs make good progress
- The provision made to ensure pupils develop morally and socially is good
- The school is well led and managed. The headteacher's leadership, for example, on identifying targets for achievement and the monitoring of teaching have had an impact on the standards achieved.

Where the school has weaknesses

- I. Standards of writing are not as high as standards of reading
 - II. Marking rarely sets explicit targets for improvement
 - III. Planning and assessing the curriculum for Religious Education is not so well developed as in other core subjects
- The school's ability to plan is seriously hampered by the inconsistent and sometimes inaccurate financial data with which it is provided

Stockton on the Forest is a good school, the weaknesses are considerably outweighed by what the school does well. The governors will develop an action plan to address the weaknesses identified and this will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has addressed all of the weaknesses identified in the last inspection report. Provision for pupils with special educational needs and monitoring of the curriculum are now strengths and the development plan is a useful document, although hampered by the lack of consistent financial information. There is no longer a cross key stage class and resources are well managed. A child protection policy now exists. Given the quality of the management and teaching, the school is very well placed to improve further.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	A	A
Mathematics	B	B
Science	C	C

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Because relatively small numbers are assessed each year, assessment results inevitably fluctuate. Taking into account the trend in results, including those from 1999, as well as standards observed in lessons and pupils' work, inspectors conclude that standards are above average in English, Mathematics and Science by the time pupils leave school. Standards achieved at the age of 7 are above average in English and average in Mathematics and Science. Standards are average in Information Technology throughout the school and in Religious Education at the end of Key Stage 1. There was insufficient evidence to make a judgement about RE at the end of Key Stage 2.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Satisfactory	Good
Mathematics	Satisfactory	Good	Very Good
Science	N/A	Insufficient evidence to make a judgement	Good
Information technology	N/A	Insufficient evidence to make a judgement	Insufficient evidence to make a judgement
Religious education	N/A	Satisfactory	Insufficient evidence to make a judgement
Other subjects	Satisfactory	Good	Good

Teaching is good. Overall 95% of lessons observed were satisfactory or better. In almost 7 out of 10 lessons teaching was good or very good. Teaching of mathematics is of a consistent high quality throughout the school. Music is also well taught, and teaching of PE at Key Stage 2 is also good.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses. 'Insufficient evidence' means that no judgements could be reached because no lessons were observed and there was insufficient work available for scrutiny to enable a secure judgement to be made about the quality of teaching.

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is good throughout the school. Pupils respond well to the high standards of behaviour expected by their teachers
Attendance	Attendance is good, above the national average. Rates of unauthorised absence have risen over the past year, largely because the school is obliged to record more than 10 days holiday taken in term time as unauthorised absence
Ethos*	There is a very positive ethos in the school. Responsible behaviour and mutual respect are encouraged. Pupils have positive attitudes to work and learning.
Leadership and management	The school is very well managed and ably led. The Headteacher provides clear leadership and brings a strong sense of purpose to the school.
Curriculum	The curriculum is broad and balanced and meets the requirements of the National Curriculum. A proper emphasis is given to literacy and numeracy. The curriculum for RE needs to be reviewed to ensure progression. Very good provision is made through extra

	curricular activities.
Pupils with special educational needs	These pupils make good progress towards the targets outlined in their Individual Education Plans. Provision made for them is very good.
Spiritual, moral, social & cultural development	Provision for pupils' moral and social development is good; they develop a strong sense of right and wrong and relate well to one another. Provision for spiritual and cultural development is satisfactory, although a greater emphasis on multi cultural education would be valuable.
Staffing, resources and accommodation	Pupils benefit from the skills, commitment and hard work of a dedicated staff. Accommodation is attractive and well used, although the use of a library as a classroom inhibits its use for research. The school is adequately resourced for the demands of the National Curriculum.
Value for money	The school gives good value for money.

** Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
IV. The progress their children make V. The appropriate individual targets that are set for their children VI. The quality of the information they are given about the curriculum VII. That staff are welcoming and complaints are handled well	VIII. A lack of communication with the IX. Complaints are not handled well

The quality of written communication from the school to parents is high and the opportunities to find out about the curriculum are rightly valued by most parents. Inspectors would agree that the individual targets provided for children are useful in helping them make progress. It is impossible to make a judgement about an individual complaint, but procedures for dealing with problems or complaints are clearly in place and work effectively in most cases.

KEY ISSUES FOR ACTION

In order to improve still further the standards achieved by pupils in the school, the Headteacher, staff and governors should:

(i) Improve the quality of writing in the school so that it matches more closely the standards achieved in reading, by

X. Reviewing the curriculum for writing in order to improve opportunities for extended writing where appropriate;

XI. Developing teaching strategies for improving writing, both within the literacy hour, for example as part of guided writing activities, and beyond it

XII. Undertaking, as necessary, further training in the teaching of writing

Paragraphs: 6,10, 11, 29, 87, 89

(i) Improve the quality of marking, by

(●) Providing written targets to supplement oral responses

(●) Extending opportunities where teachers can provide feedback to pupils on the qualities of their work, e.g. within guided writing activities

Paragraphs: 39, 45, 92

(i) Improve the planning and assessment of Religious Education, by

(●) Ensuring half termly plans are detailed enough to allow key objectives and activities to be identified and mapped year on year

(●) Ensuring that work is regularly marked

(●) Using end of key stage statements in the locally agreed syllabus as criteria for assessment

Paragraphs: 124, 125

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan:

(iv) Insist that the financial information provided for them is sufficiently consistent and accurate to be used as a basis for planning, by

(●) Reviewing procedures and arrangements with the local education authority

(●) Insisting that figures are checked for accuracy

Paragraph: 79

INTRODUCTION

Characteristics of the school

1 Stockton on the Forest is a small primary school in comparison to those nationally; currently there are the equivalent of 93 full time pupils on roll. There are five teachers, including the Head, who has a half time teaching commitment. Some of the socio economic data suggests that the area from which the school draws is relatively privileged, although the percentage of pupils eligible for free school meals is consistent with the national average. A large percentage of pupils come to the school from outside the traditional catchment area. Currently about a quarter of the pupils are included on the school's special educational needs register, a proportion which is above the national average.

2 The Headteacher describes the schools' aim as to 'lay the foundation that will enable our children to develop into contented adults, who will be active participants in society and imaginative, responsible contributors to community life in the future.' Specifically the school seeks to ensure that pupils:

- (●) develop a lively enquiring mind
- (●) receive challenging, worthwhile and enjoyable experiences relevant to each stage of development
- (●) achieve the highest standard of which he/ she is capable through hard work, commitment and self discipline

3 The school's curriculum priorities are currently numeracy, ICT, health education and literacy and it has set targets to achieve 79% of Year 6 pupils attaining Level 4 in English and 86% in mathematics by 2002.

4 Children are admitted to school in the school year in which their fifth birthday occurs. All children due to start school within the academic year begin in September, those with birthdays after the end of February attend for mornings only for the Autumn term. At the time of the inspection there were 10 children under five in the school. Attainment on entry is just above the national average.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1998	9	5	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	7	7	8
	Girls	5	5	4
	Total	12	12	12
Percentage at NC Level 2 or above	School	86	86	86
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	8	8
	Girls	5	4	5
	Total	12	12	13

Percentage at NC Level 2 or above	School	86	86	93
	National	81	85	86

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	6	6	12

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	5	5
	Girls	4	4	4
	Total	9	9	9
Percentage at NC Level 4 or above	School	75	75	75
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	5	6
	Girls	4	4	4
	Total	9	9	10
Percentage at NC Level 4 or above	School	75	75	83
	National	65	65	72

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year 1997/98

		%
Authorised Absence	School	4.9
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory

Number

school age) during the previous year:

Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	14
Satisfactory or better	95
Less than satisfactory	5

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

5 Standards achieved by pupils at the end of Key Stage 2 are above average in each of the core subjects: English, Mathematics and Science. This represents considerable progress since the last inspection, when standards in mathematics and science were consistent at the national average.

6 Care needs to be taken in interpreting the statistics derived from statutory assessment at the end of Key Stage 2, given that the relatively small number of pupils being assessed can lead to apparently dramatic fluctuations in results year on year. The results from statutory assessment in 1998 in English suggests that standards are well above average and also above those achieved in schools of a similar background or context. Whilst the results in 1999 suggest that standards are closer to the average, the trend in results over a period of time confirms that attainment is above that achieved nationally. Both boys and girls achieve better than their peers do nationally. Scrutiny of pupils' work, lesson observation and sampling of reading confirms that standards are above average, although there is a difference in standards between reading and writing. Standards of reading are above average by the time that pupils leave the school; pupils read with accuracy and understanding, responding intelligently to the texts they read. Standards of writing are consistent with those achieved nationally. The difference in standards is graphically illustrated by the percentage achieving the expected level 4 at the end of Year 6 in 1999. Whilst almost three quarters of pupils achieved level 4 in reading, only around a third achieved the same level in writing. This confirms judgements derived from the scrutiny of work which suggests limited opportunities for extended writing and marking which is insufficiently focused on improving the standard of work. Standards in Speaking and Listening are above average by the time that pupils leave the school.

7 Standards of attainment in mathematics are well above average when compared with schools nationally, taking the trend over the previous three years. In 1999 results were closer to the national average, but distorted by a high percentage of pupils with special educational needs in the cohort. A high percentage of pupils achieved Level 5 in 1999; the proportion of pupils attaining this level is consistently above the national average. Lesson observation and work scrutiny confirm that standards on mathematics are above average.

8 Standards in science are also above average at the end of Key Stage 2. In 1998 the percentage of pupils achieving the expected level in statutory tests was above average but the proportion attaining the higher level 5 was below the national average. Results in 1999 match more closely the trend over the previous three years where pupils have achieved at a standard above that achieved nationally. In particular girls achieve a higher standard in science than girls do nationally.

9 Care also needs to be taken in interpreting results from statutory assessment at the end of Key Stage 1; small cohorts raise the possibility of large percentage swings. The standards achieved in statutory assessments at the end of Key Stage 1 in 1998 were above average in English, with particularly high standards achieved in reading. In 1999 results were close to the national average. The trend in results over a number of years suggests standards of reading are above average and those in writing are close to the national average. In Mathematics, standards achieved in 1998 were close to the national average, in particular results in the number element of the assessment were consistent with the national average. In Science results from statutory teacher assessments suggested above average standards in 1998 and standards closer to the average in 1999. Scrutiny of work and lesson observation confirm that standards achieved at the end of Key Stage 1 to be above average in English and average in both mathematics and science.

10 Pupils make good progress in English throughout Key Stage 1, particularly so in reading where

they learn to decode accurately, applying the strategies they are taught during literacy hours. Some effective guided reading sessions were observed during the inspection. Pupils also make progress in developing their response to stories and in learning how to express and justify ideas about a text. Teacher enthusiasm is an important factor in this development and support assistants are used well to supplement provision. Progress in writing is less striking, though still satisfactory. Pupils learn how to communicate ideas in linked sentences. Skills are taught systematically, but pupils are less confident in extending sentences to carry more developed meanings or in writing for effect. Pupils make good progress in developing speaking and listening skills, the quality of their teachers' own listening and the effectiveness of their questioning encourages pupils to articulate and explain and are important factors in the progress made.

11 Pupils also make good progress in English at Key Stage 2, for example continuing to develop their fluency and accuracy when reading aloud. The emphasis put in reading in the timetable and effective teaching of skills, including where necessary early decoding skills, has an impact upon the progress that pupils make. Teachers' enthusiasm establishes positive attitudes and they encourage pupils to reflect upon the texts that they read. Progress in writing is satisfactory throughout the key stage, although not as good as that in reading. Work on planning and drafting in literacy hours is improving pupils' understanding of these processes and spelling is given consistent attention. However, opportunities for extended writing are limited and pupils would benefit from more focused feedback and specific help on how to improve their work. Pupils make good progress in developing their speaking and listening skills at the key stage, again the opportunities provided and the support offered by the teachers are significant factors in the improvements made.

12 Pupils make satisfactory progress in mathematics at Key Stage 1, and progress is currently good in Year 2. Pupils are acquiring and consolidating their knowledge of number bonds and basic operations, and developing their understanding of mathematical concepts, like shape. They are increasingly able to use and understand mathematical vocabulary, including that used in calculations, and represent their thinking symbolically. At Key Stage 2 progress is good. Pupils develop the confidence to manipulate numbers accurately and use all operations with increasing competence, even when calculating with decimals or fractions. Understanding of place value improves consistently through the key stage. Higher attaining pupils in particular make good progress; work is kept at an appropriate level of challenge and individual targets are well judged; this has a considerable impact upon their progress.

13 Progress in science is satisfactory at Key Stage 1. Pupils move from their experience of the everyday to a growing understanding of scientific phenomena, like some of the features and effects of light. Understandings are developed through experimentation, and skills of classification are also developed. Progress accelerates at Key Stage 2; here it is good. Pupils develop their ability to explain phenomena and to record their ideas and findings and most learn how to draw conclusions from their experiments and to justify their ideas by references to what they have measured or observed. Their use of a scientific vocabulary also develops as well as their understanding of crucial scientific concepts like the fair test.

14 Progress in Religious Education is satisfactory at Key Stage 1 and pupils achieve the expected standard by the end of that phase of the school. Pupils learn to reflect upon the religious stories they hear and develop their understanding of religious ideas, for example about the beliefs of early people. There was insufficient evidence to make a judgement about standards or progress in RE at Key Stage 2.

15 Pupils make satisfactory progress in developing their information technology skills at both key stages. Pupils make regular and sustained use of information technology at both key stages and develop confident skills in handling a range of hardware, including scanners and CD Roms, and operating software, for example to word process and research information. Regular assessment, particularly at Key Stage 2 tracks pupils' developing understanding and helps teachers provided appropriate activities to extend them further.

16 In the foundation subjects, progress is good throughout the school in music and art. Teacher knowledge and enthusiasm are important factors in developing pupils' interest in music and their level of knowledge and skill. The self discipline of pupils at both key stages, which was such a feature of lessons observed, derives directly from the quality of the teaching. Pupils make satisfactory progress in physical education at Key Stage 1 and good progress at Key Stage 2; pupils make considerable strides in terms of developing the accuracy of their work and their ability to control movements and actions. Progress is satisfactory in all other subjects where a judgement could be made.

17 Pupils with special educational needs make good progress towards achieving the targets identified in their individual education plans. These plans are detailed and useful and are used to underpin work in the classroom, withdrawal activities and also the work of support assistants. The extent and high quality of the teaching provided for pupils with special educational needs are the most significant factors in the progress they make.

18 The school has made good progress in establishing the literacy and numeracy strategies and both are having a positive impact upon the standards that pupils achieve. Work in numeracy is a particular strength, with the strategy already embedded in planning and influencing, very positively, teaching and class management and organisation. There has been a strong commitment to sharing good practice in numeracy teaching, made possible by extra funding received as part of a curriculum development project, and this has had a very positive effect upon practice. The literacy strategy is also securely established, with the methodologies recommended as part of the literacy hour clearly in place and developing pupils' knowledge of language and how to use it. Consideration now needs to be given to the use of guided group time as a means of improving the quality of pupils' writing.

19 Children under five make satisfactory progress in all areas of experience and learning, except that of physical development. In particular they make satisfactory progress in establishing early reading and number skills and in learning to work co-operatively with others, under the supervision of adults. Progress was more limited in terms of their physical development because insufficient attention was given to improving their control over the apparatus they were using. Most children under five should achieve the expected standard of attainment in all areas of learning by the time they reach statutory school age.

Attitudes, behaviour and personal development

20 Attitudes to learning are very good at both key stages. Pupils work hard, concentrate well and, in general, sustain their interest in their activities. They are able to work co-operatively and collaboratively in groups of different sizes and genders, listen well to whole class inputs and contribute with confidence. By the end of their time in the school pupils are able to work with self discipline and considerable independence. They enjoy their lessons and have a positive attitude to learning. Children under five are beginning to develop appropriate attitudes to their work, particularly when working in a small group with the close attention of an adult.

21 Behaviour is good throughout the school. Behaviour in lessons is very good; pupils behave sensibly and with maturity. Any minor incidents of bad behaviour are dealt with swiftly and easily by the teachers who communicate clear expectations and insist on high standards of behaviour. Behaviour in the playground is also good and pupils are well aware of rules and sanctions. There have been no exclusions in the previous few years. Parents commended the positive impact that the school had upon their children's behaviour

22 The quality of relationships in the school are good. Teachers treat pupils with care and thoughtfulness, seeking to bring out the best in each pupil, and pupils respond with a corresponding respect. Teachers rarely raise their voices and often use humour to establish a rapport with their pupils. Pupils are able to ask questions and their ideas and opinions are taken seriously. A number of examples were noted where pupils spontaneously encouraged and supported each other, responding

to the efforts made. Throughout the school pupils are careful of one another's feelings. Pupils also behave well towards other adults in the school. Relationships are not yet so positive among children under five and whilst children were reprimanded, some children continued with their poor behaviour without being checked.

23 Pupils take on a variety of responsibilities at all stages of the school, and teachers are careful to include all pupils in everyday tasks like tidying. The use of circle time throughout the school, shows that pupils from a young age can take turns and feel free to express their opinions.

Attendance

24 Attendance is good. The rate during the 1997/98 academic year was well above average at 95.1%, and the rate of unauthorised absence for the same year was well below the national average at 0%. During 1998/99 the rate of unauthorised absence had risen to 3.98%. This is the result of recording as unauthorised absence those days taken by pupils as holiday during term time over and above the 10 days for which the school can give permission. The school cannot legally authorise more than ten days holiday during the school year, unless there are exceptional circumstances.

25 The marking of school registers is inconsistent, and should be standardised without delay. This is exacerbated by the reluctance of many parents to follow up a telephone or other message with written confirmation of the reason for a pupil's absence when the child returns to school.

26 There are three excellent leaflets produced by the Education Social Work Service made available for parents, on Attendance, Coming to school late, and Holidays in term-time.

QUALITY OF EDUCATION PROVIDED

Teaching

27 The quality of teaching in the school is good. Of the lessons observed in the course of the inspection, around 95% were satisfactory or better. Almost seven out of ten lessons were good or very good. Good and very good lessons were observed in most classes, in particular teaching was consistently good at Key Stage 2; virtually all lessons in this part of the school were good or very good. At the last inspection the high quality of teaching was identified as a crucial factor in the standards achieved in the school. This remains true; teaching remains good and lessons are of a consistently high quality. Throughout the school teachers were well aware of the specific needs of all pupils and efforts were made to ensure equality of opportunity to all elements of the curriculum.

28 Highly effective teaching is characterised by the clear communication of objectives, high expectations of both the quality of work and behaviour, and by good classroom management skills. Teachers demonstrate a high level of subject knowledge and expertise across the curriculum. Good and very good lessons are underpinned by effective planning and make use of a range of imaginative activities to interest, stimulate and challenge pupils. For example in an English lesson where pupils wrote versions of Snow White as a play, teaching was skilful, adapted to the specific needs of the pupils and introduced technical elements of language study, like 'digraphs' and 'phonemes' in helpful ways. Again in a mathematics lesson observed, activities were well planned to establish and reinforce understanding of the theme of the lesson, lines of symmetry, and subsequent questions and interventions were well judged to support learning and overcome misconceptions. Most lessons seen were characterised by this careful, stimulating teaching which has a significant impact upon pupils' learning and progress, their attitudes to work and to each other.

29 Teachers have readily adopted the methodologies of the literacy hour and daily maths lesson and apply them well. Whole class work is stimulating and involves most of the pupils. Teachers question well, asking appropriate and specific questions to particular pupils. Group work is also well

managed, for example guided reading is focused and in general well directed to improving pupils' ability to decode or understand the complexities of a text. There are opportunities for guided writing activities to be more focused on improving work. Whole class plenaries are a particular strength and are used most effectively for recap, reviewing or reinforcing what has been learnt in the lesson. Work in numeracy is even more skilled, with opening mental activities taught with liveliness and enthusiasm, and main teaching activities including a good balance of practical activities and opportunities for discussion. Indeed, the teaching of mathematics is a strength throughout the school.

30 Teaching in the foundation subjects is often good, particularly in Music and Physical Education. Of particular note is the consistent emphasis upon the quality of work and on improving what is achieved; teachers are not satisfied with initial attempts and challenge pupils to take their work further. This was observed in two music lessons, where pupils were helped to improve their understanding and command over different techniques for achieving particular effects. Teachers are skilled in a range of subjects and effectively share their expertise with their classes. There is a strong commitment in the school to providing a breadth of experience and opportunity to pupils and teachers complement each other in their range of enthusiasms.

31 Teaching of pupils with special educational needs is also a strength of the school. Teachers are familiar with the specific needs of their pupils and individual education plans are used to ensure that lessons and activities are pitched at an appropriate level and take account of the next stage of development. Good teaching was observed where pupils were helped, by careful and supportive questioning, to contribute significantly in the whole class element of the lessons. Teachers are also effective at working with groups of pupils with special needs, identifying how best to motivate their interest, as for example in a guided reading activity where their enthusiasm was heightened and used to focus their attention on the decoding challenges that they faced. The work of the Pupils' Support Service in the school also enhances the provision made for these pupils; teaching is well planned, proceeds at a good pace and meets the objectives which have been identified. Special needs assistants also give valuable and skilled support to groups and individual pupils. Together, all these elements of teaching amount to a significant commitment and have a real impact upon the good progress that these pupils make.

32 The teaching of children under five is, in general, satisfactory. Planning at both long term and short term is thorough and the classroom is a stimulating and lively environment for learning. Good use is made of support assistants and other adults, including trainee teachers, to enhance and supplement the provision made. The work of these adults is well managed by the teacher. Most teaching observed was satisfactory; enthusiastic and lively, although more effective with groups than with the whole class. At times the specific needs of young children were not given sufficient emphasis and standards of behaviour need to be established with greater consistency. The quality of the model, for example in demonstrating how to make particular movements or actions in physical education lessons, can also be improved.

The curriculum and assessment

33 The school plans and delivers a curriculum that is broad and balanced. Comprehensive planning ensures that pupils are acquiring knowledge, skills and understanding in both core and foundation subjects. The curriculum fully meets statutory requirements and includes the national strategies for literacy and numeracy. Pupils are satisfactorily prepared for the next phase of education. Each subject is allocated an appropriate amount of time and emphasis is given to the development of literacy and numeracy skills through other subjects.

34 There is a suitable programme of health education as part of the science curriculum and 'Health' weeks are planned for the future. The school makes good provision for sex education and for teaching about the harmful effects of drugs, including the use of outside agencies. Policies to inform learning and teaching have been approved by the governing body.

35 Provision for pupil with special needs is very good. Identification is made at an early stage and

targets set for improvement in pupils' planners. Pupils with special educational needs make good progress against the targets identified in their individual education plans. Work and questioning in lessons is matched to their needs. There is efficient use of support assistants who help these pupils achieve their targets by providing additional support and encouragement. Annual review procedures are in place, in line with the recommended code of practice, involving parents and outside agencies. The school has improved its provision for pupils with special educational needs in Key Stage 2 since the last inspection.

36 The school has an equal opportunities policy and actively seeks ways to promote understanding of other faiths and cultures. This equality of opportunity is reflected in the way in which the school actively demonstrates that its aims and ethos are being promoted. All pupils have equal access to curricular and extra curricular activities and are aware of the need to value people whatever their race, gender, colour or creed.

37 The school curriculum is significantly enriched by the very good provision for extra curricular activities. A wide range of opportunities are available. These include recorders, violin, brass, woodwind, ocarinas, choir, a range of sports and swimming. The residential visit to Holy Island is a valuable contribution to the curriculum which furthers pupils' personal and social development.

38 The curriculum for under fives is directly based on the desirable learning outcomes and makes sensible links, where necessary with the National Curriculum. There is some outdoor provision for physical development in the under fives.

39 Procedures for assessing attainment are satisfactory. Teachers keep notepads in which they record important milestones in pupil's progress. They also keep detailed reading records and most of the children's work is kept to the end of each school year. The pupil planners are a very effective mechanism for making assessments and setting targets for improvement. The school also makes very good use of data from a variety of tests in order to track pupils' progress and set targets for improvements. The portfolio of moderated work has been updated since the last inspection. Teachers are generous with praise and encouragement in lessons. However the quality of target setting does not yet inform classroom practice as much as it might and, in particular, marking is not used consistently to inform pupils of ways they can improve. Providing opportunities for feedback and guidance would enhance the use of assessment to improve the quality of work done.

Pupils' spiritual, moral, social and cultural development

40 The overall provision the school makes for pupils' spiritual, moral and social development is satisfactory. The school is a caring community which meets its aims to encourage mutual support and respect. Aspects of personal development are promoted through the curriculum and through the daily life of the school. Teaching staff are committed to the schools aims, shown in their positive and encouraging management of pupils. They know their pupils' strengths and weaknesses and encourage them to develop as individuals who can successfully be part of a community.

41 Provision for spiritual development is satisfactory. The school meets statutory requirements with its daily acts of worship. Pupils listen to recorded music and sing with enthusiasm. Pupils from time to time think about those less fortunate than they are and are encouraged to reflect during assemblies. They are encouraged to support charities such as the NSPCC by activities like 'A minute of noise'. In religious education they are taught about other people's faiths and practices. Teachers value children's ideas and opinions and plan for activities in circle time that raise self esteem.

42 There is a strong commitment to the moral development of pupils; provision is good. There is a positive ethos in school where responsible behaviour and mutual respect are encouraged. Good behaviour is valued and constantly reinforced. Pupils develop an understanding of right and wrong. Assemblies deal with moral and social themes, for example communication. In circle times children

were encouraged to think of trust and help. Rules for behaving well in classroom and at lunchtime have been drawn up with the help of the children and are posted around the school.

43 The school's provision for social development is good. Very clearly established routines help the school run smoothly and reduce the incidence of inappropriate behaviour. The school promotes social development by having high expectations of behaviour and encourages good manners from all its pupils. Teachers make opportunities for paired and group work, which help children to relate to one another and respect each other's views. Adults in the school provide good role models for their pupils.

44 Provision for cultural development is satisfactory. Pupils are taught to appreciate their own culture. Opportunities are offered in history and geography for finding out about life in the past and in other places. Religious festivals for the Christian year are celebrated in assemblies and the school visits the church for harvest and Christmas services. Cultural development is also promoted through the school's very good extra curricular activities such as music sport and visits. However, the range of multicultural books is very limited.

Support, guidance and pupils' welfare

45 The school makes good provision for the personal support, health, safety and general well being of pupils. Care and concern for pupils is apparent in all aspects of the daily life of the school. Teaching and non-teaching staff all relate well to the children and respond appropriately to their varied needs. Procedures for monitoring the attainment of pupils are good, but marking and monitoring to inform day to day teaching and planning is less good. Each pupil is given meaningful targets, which are personal and achievable. The planners that are used throughout the school ensure that the individual needs of pupils are taken into account.

46 Pupils with special educational needs are identified early and integrated well. Their needs are clearly identified and targets set for their individual education plans. Pupils with special educational needs also receive additional good quality support from their teachers and the special educational needs assistant.

47 Arrangements for monitoring attendance are satisfactory. The new computerised recording system should speed up the analysis of attendance. Leaflets on attendance, lateness and holidays during term-time are always available for parents, and make quite clear the responsibilities of parents in these matters.

48 The school's behaviour policy is very effective, with good policies and guidelines in place to promote the personal development and behaviour of pupils. Pupils are clear in their understanding of school and classroom rules and the reasoning behind them. Circle Times are planned to increase pupils' self-esteem and class identity, promoting the ways they should take care of each other. The school recognises that some bullying exists, but the annual discussion of the issues, the signature of every pupil on the anti-bullying charter and the help box have all acted to reduce bullying to a minimum. Pupils are confident that bullying will be dealt with. The lunchtime supervisors are well trained and ensure that good behaviour continues outside the classroom.

49 Reception pupils, before they join the school, are visited in local playgroups and the nursery by the Key Stage 1 co-ordinator and the nursery nurse. Their parents visit the school in the summer term when they meet the staff. They are given information about the day to day needs of pupils, and have their queries answered. The nursery provides a profile of each child joining the school, and the families of all new pupils are asked to complete an entry profile. During their first seven weeks in school, the reception teacher carries out baseline assessments. Pupils' progress is monitored on a day to day basis.

50 Personal and social education is taught through topics while they await the new guidelines due in 2000. Pupils are given considerable opportunities to develop self-esteem, positive attitudes and

behaviour. Frequent opportunities are provided to enable them to take responsibility for a range of duties in the classroom and around the school.

51 The lack of a child protection policy was a key issue in the previous OFSTED report. This has been rectified and a policy is in place, with good procedures. All staff have been trained, and the school has good relationships with the appropriate agencies.

52 The previous report also said that the school's Health and Safety Policy needed further development, and this has been undertaken. The governors and the school have a responsible attitude to health and safety matters, with regular checks carried out by both staff and governors. Fire drill is held at the beginning of each term. The school is a safe and secure environment.

53 First aid equipment is available in the school office, there are two trained first-aiders, and all staff have received brief training. The practices for dealing with pupils who suffer from asthma and those with individual medical needs are well thought out.

· **Partnership with parents and the community**

54 Partnerships with parents and the community are good, echoing the last OFSTED report in which links with parents and their support for the school were said to be strong.

55 The school works very hard to ensure parents are involved in the education of their children from the time the children first enter the school. They are encouraged, at this time, to visit the school, meet the teachers, and talk about any worries they may have. Parents much appreciate the introduction of individual target setting for pupils which they can follow through the key skills planners and reading diaries. Parents of pupils with special educational needs are fully informed about the process through the handbook provided by the school. They are involved in the discussions about their child's needs at every stage in the process.

56 Parents are invited to see the literacy hour in progress, and are always welcome at assemblies. There has been a series of meetings with parents to explain various elements of the curriculum and school organisation, including the literacy hour, homework and targets.

57 Parents are involved with their children's homework and regular reading at home. The school has also put together two booklets called "*Reading Together*" and "*Reading On*" which provide practical help and guidance.

58 The newly devised home/school agreement was put together by a joint group of parents, teachers and governors. About 86% of parents has signed the agreement, which will be revised in the summer of 2000 to ensure any initial problems are overcome.

59 Communications with parents are good. The regular newsletters are informative and written in a friendly style, and the annual reports comment on the all-round development of pupils and are written with an in-depth knowledge of each individual child. The reports include academic targets and, if necessary, strong recommendations on how to improve attitudes and behaviour. There are two parents' meetings each year, and parents are clear they can talk to the teaching staff at any time about any worries they may have.

60 The Parent Teacher Association is well supported by the community, and raises a large amount of money for the school. So far, outdoor wooden play equipment, staging, a computer, a television and video, cuddly toys and keyboards have been bought for the school.

61 Parents help with sewing, reading, computers, and as a netball coach. A Muslim parent has talked to pupils about Islam during religious education.

62 Links with the community are extensive. The church is used for the annual Harvest Festival and Carol Service, and is visited by pupils at appropriate times during religious education. The vicar regularly conducts assembly and is a school governor. Pupils use the swimming pool at the local hospital once a week, and visited a local shop and garden nursery during topic work. Rowntree-Nestlé has donated £200 towards the creation of a tranquil garden, which is currently being built.

63 The Mukherjee Trust put up funding for the design and painting of murals in the school toilet areas. People from the village submitted designs, and the pupils carried them out under the supervision of the artist Jake Aktree.

64 The involvement of the pupils in the community contributes positively to pupil's learning and social development.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

65 The school is well managed and ably led. The headteacher provides clear leadership bringing to the management of the school a strong sense of purpose and sharply defined priorities. There is a strong sense of teamwork amongst the staff and the ethos of the school is impressive. Staff and governors are committed to the school and work hard to ensure a high quality of provision for the pupils in the school.

66 The school runs very efficiently on a day to day basis. Both teachers and pupils are aware of the need for lessons to start promptly and the atmosphere around the school building is purposeful and focused. The children's behaviour is good and the teaching is characterised by very good classroom management skills. Children are polite, helpful and considerate towards each other, staff and visitors.

67 The Governing Body is active, committed to the development of the school and involved in its work. It meets regularly and its business is conducted efficiently and thoroughly. Its work on health and safety issues is symptomatic of that. There are a number of sub-committees, most notably for finance. This group's key purpose is to oversee the school budget, providing the full Governing Body with the information and advice it needs to fulfil its financial obligations. Governors provide strong support and are closely involved in the work of the school.

68 The School Development Plan is a practical and focused working document. The report following the OFSTED inspection of February 1996 indicated that the school should extend the Development Plan. This was one of the school's key issues for action and the school has made good progress in this regard. Since 1996, the Plan has been developed in a pragmatic and rational way. It now covers a three-year period and includes the identification of responsibilities, costs, time scales, and success criteria. There would be value in considering whether the scope of the plan should be extended to cover a further year: while it purports to be a three-year plan, one of those years is the year that has been completed. It is in effect a two-year plan.

69 The process of producing the plan involves staff and governors, although consideration is being given to ways in which the involvement of both can be enhanced. Governors are currently involved at the end of the process, when they are asked to comment and approve. There would be merit in considering ways in which the expertise and perspectives of staff and governors might be tapped earlier in the process than has been the case in the past.

70 The school has made good progress in addressing the other key management issues raised in the previous report. The arrangements for curriculum management and co-ordination have been reviewed. One consequence is that co-ordinators are now closely involved in the school's effective policy and practice for monitoring the curriculum. There has also been a systematic audit of the

school's resources and a considered enhancement of resources in a number of key areas of the curriculum, including mathematics, literacy, PE, music and geography.

71 The school's documentation is thorough and appropriate and the headteacher has worked hard to turn policy into effective practice. Her leadership has provided staff with a clear educational direction. The school complies with statutory requirements. Curriculum planning and monitoring are both commendable, partly because they are accorded high value by the headteacher. She leads by example, both as an effective classroom practitioner herself, and also as an efficient manager and committed, purposeful leader.

72 The emphasis on special educational needs and equal opportunities which have such an impact upon pupils' progress derives from a clear managerial priority. The headteacher contributes significantly to the provision made for pupils with special educational needs.

Staffing, accommodation and learning resources

73 The school benefits very considerably from the skills, commitment and hard work of its staff. There are five full time teachers including the headteacher. The staff comprises both experienced and relatively newly qualified teachers. The school is appropriately staffed in terms of numbers, experience and qualifications. The team is augmented by capable nursery nurse and Special Educational Needs support.

74 It is characteristic of the school that the working relationships within it are supportive and constructive. Classroom support is very well integrated into the work in each class. Each member of staff has an up to date written job description. The system of staff appraisal has been valuable in helping to determine training needs, both of the school and of the individual members of staff. Arrangements for - and attitudes to -Continuing Professional Development are good. Training priorities match the stated priorities within the School Development Plan.

75 The responsibility for co-ordinating the different subjects in the curriculum is shared amongst the staff. The role of the co-ordinator is made explicit and widely understood. Co-ordinators, for example, play a central role in monitoring the impact and coverage of medium term planning, as well as curriculum delivery. Staff are appropriately deployed, making best use of their interests and particular strengths and areas of expertise.

76 The school is attractively situated with well-maintained grounds. These provide good facilities for informal play and the demands of outside sport. The building was constructed some twenty years ago and is in a good state of repair. Security measures are in place. The interior of the building is attractive, well cared for and provides a stimulating environment for work. The decision to utilise the library for teaching purposes during the mornings has detracted from the library as a resource for independent learning. Its location too is not ideal since access to it is through classrooms. The classrooms themselves are light, attractive and with adequate storage and display space. The teachers make effective use of the working spaces, including the smaller rooms for whole class plenary activity.

77 The school is adequately equipped to meet the needs of the National Curriculum. Following the previous school inspection, a detailed audit of resources was undertaken. This preceded well-targeted expenditure on key requirements identified in the School Development Plan.

The efficiency of the school

78 The school's financial systems are sound and are managed efficiently. The most recent audit – undertaken in September 1998 – noted “a number of key issues where procedures ... are of a high

standard". Some suggestions for further improvement were made and these have been duly implemented. The School Development Plan includes consideration of the budgetary implications of the identified priorities within it. The school secretary makes an important contribution to financial management procedures.

79 The Governing Body's Finance sub-committee oversees the financial position and advises the full Governing Body on the budget as it is shaped and implemented. Governors receive regular financial information, including prognostications until 2003-4 as to the school's financial position. The quality of such information however is inadequate for its purpose, since such figures cannot be relied upon. For example, figures can provide quite different estimations of the future position three years hence: four different sets of figures provided to the inspection team varied by more than £12,000. Given that the figures presuppose a deficit of varying proportions, it is clear that financial planning is hindered by unreliable and unconvincing data. This situation needs considered attention.

80 In terms of the educational standards achieved, and the progress made by pupils during their time in school, the value for money achieved by the school is good.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

81 Children under five currently make satisfactory progress in developing their personal and social skills. They are learning to become increasingly independent in selecting activities and in dressing, and most are establishing appropriate personal relationships with each other, for example working collaboratively in groups. Behaviour is generally appropriate. A few children, however, are still over dependant upon an adult to secure a working relationship with others. By the time they are five these children will have developed the expected skills.

82 Children under five are making satisfactory progress in developing their language and literacy skills and, in general, will achieve the expected standard by the time they are five. They are able to talk about their ideas and opinions, as for example in a circle time activity observed, and listen to stories well, commenting upon them and relating them to their own experience as appropriate. They enjoy looking at books, are learning how print works and to associate sounds with letters.

83 In mathematics, progress is satisfactory and attainment will in most cases meet the expected standard by the time they reach five. Children under five are learning to use correct mathematical language and to recognise a variety of shapes. Work scrutinised suggested that they are beginning to know numbers to 10 and learning to manipulate numbers through addition and subtraction.

84 There was insufficient evidence either from lesson observation or from work scrutiny to be able to make a secure judgement about attainment or progress in terms of pupils' knowledge and understanding of the world. However, work on display indicated that they have the opportunity to experiment with colour and in an assembly they improved their singing, singing with greater clarity and awareness of words and the tune. Their progress in developing their creative skills is satisfactory and they are on course to achieve the expected standard by the time they are five.

85 Only one physical education lesson was observed. In this, children under five demonstrated an awareness of space appropriate to their age, but progress was slow; their control of the balls they were throwing did not improve over the lesson, largely due to the teacher's lack of focus on improvement or the quality of their movements and actions.

ENGLISH, MATHEMATICS AND SCIENCE

English

86 Pupils make satisfactory progress in developing their knowledge and understanding in English at both key stages. Attainment at the end of both key stages is above the national average. The outcome of the most recent statutory assessments indicated that pupils in the first key stage were achieving above the national average, and the longer-term trend is consistent with that. At Key Stage 2, pupils' achievement broadly matches the national average, although in the previous two years it had exceeded it. This year's results indicated greater success in reading than in writing at Key Stage 2. Pupils' response to their work in English is positive and enthusiastic. The quality of teaching overall is good.

87 Pupils' achievement at Key Stage 1 in the statutory tasks and tests undertaken this year was above the national average. A closer analysis of the Key Stage 1 data indicates that, in previous years, results in reading were above average in comparison to national figures, while achievement in writing in 1998, for example, was broadly in line with the national average. Evidence suggests that the underlying trend in reading is above the national average; the trend in writing, however, does not match that. At Key Stage 2, the 1999 statutory assessments indicated a wide discrepancy between the number of pupils achieving level 4 or above in reading and writing: only 7% reached level 5 in writing, while 27% achieved that benchmark in reading. Over the three years from 1996 to 1998, achievement in English at Key Stage 2 was above the national average.

88 Pupils make satisfactory progress in developing their reading skills through Key Stage 1. By the end of the key stage, the standard of their attainment is above the national average. The enjoyment pupils take in their reading is apparent: they respond well to stories and can express thoughtful opinions on what they have read. Many pupils read fluently and confidently. Pupils continue to make satisfactory progress in reading during Key Stage 2. By the end of the key stage, standards in reading are above the national average. Many pupils can read fluently, expressively and confidently. They are able to talk articulately about the books they have read and explain the significance of specific passages in a story. They respond thoughtfully to authors' ideas and can express well-argued opinions. Pupils' reading development is supported by the use of classroom libraries and the school has developed an innovative scheme to encourage the reading habit. Parents are actively involved in the process. Additional funds have been allocated to the school library, improving the book stock – the stock of non-fiction suitable for infant children, for example, has been extended. The use of the library as a teaching space for a substantial portion of the teaching week necessarily limits its availability as a resource, while the tables and chairs in the room hinder access to the books and detract from its library function. There would be value in monitoring the use of the library and the impact on independent learning caused by the room's dual use.

89 Pupils' achievements in writing are less convincing than in reading. This is borne out by test data and through scrutiny of pupils' written work over the two key stages. Pupils in Key Stage 1 are able to write sequences of sentences in which the spelling, use of capital letters and full stops is reasonably accurate. Basic skills are systematically taught and pupils are consistently reminded of the importance of clear written expression. Pupils' grasp and use of more complex grammatical sentence structure is less sure. Opportunities for extended writing are limited. This is also a feature of pupils' work in the second key stage where attainment in writing lags behind pupils' reading ability. Presentation of written work overall is no better than average and stems in all probability from the extensive use of worksheets and the relative paucity of more sustained writing opportunities. There would be value in reviewing the scope for more extended writing opportunities and considering how the standards of writing can be raised to match those of reading in the school.

90 Attainment in speaking and listening in both key stages is in line with national standards and pupils make satisfactory progress through the key stage. Pupils talk and listen with growing confidence. They can describe events, outline opinions and express themselves clearly and effectively. Pupils are encouraged to discuss ideas and teaching encourages a growing confidence in the spoken word.

91 The response of pupils to their work in English is highly commendable. They contribute to

lessons with consistent levels of commitment, thought and energy. Levels of concentration are good and they listen carefully to their teachers and each other. Behaviour is very good. Lessons are characterised by enthusiasm, interest and positive attitudes to work.

92 The standard of teaching in the school is good. Teachers work hard, plan thoroughly and have a clear grasp of the subject and the most effective ways of teaching it. Monitoring of the subject is effective and the lessons learned from the monitoring process are rapidly implemented. For example, monitoring has resulted in changes to the teaching of spelling, and a greater emphasis on poetry in the teaching of English. Classroom management is exemplary. The programme in English covers the requirements of the National Curriculum. The emphasis on reading and writing skills has not resulted in an abandonment of necessary skills in speaking and listening. Teachers explain things to pupils with great clarity, and pupils are encouraged and enabled to make use of useful language terminology. Marking of children's work is less consistent than it might be and greater use should be made of written comments to help pupils move forward in their learning.

93 The implementation of the National Literacy Strategy has been effected with energy, commitment and thoroughness. The quality of teaching input in the literacy hour is to be commended and the approach to guided reading is good and effective.

Mathematics

94 The standards achieved in Mathematics in statutory assessment at the end of Key Stage 1 over the years 1997 to 1999 are average in comparison to all schools. In assessments at the end of Key Stage 1 girls perform slightly less well than boys in 1997 and 1998 but have improved their results in 1999. In 1999 boys performed less well than girls. Care should be taken in evaluating these results with such a small number of pupils taking these tests. At Key Stage 2 the standards achieved for the same 3 years are well above average when compared with pupils in all schools. At the end of Key Stage 2 standards have gradually improved over the past 5 years and pupils achieve standards well above average. At the end of Key Stage 2 girls perform slightly better in statutory assessments but this is not significantly.

95 Inspection evidence confirms the judgements derived from statutory assessments. Pupil attainment at the end of Key Stage 1 is average. By the time they leave school at the end of Key Stage 2 the standard of attainment in mathematics is well above average. At Key Stage 1 pupils demonstrate understanding of an appropriate range of mathematical concepts. Vocabulary is used confidently. Pupils show a basic understanding of how to add and subtract and are becoming more confident in the use of mathematical symbols. They are adding to their knowledge of 3D shapes and can sort and classify flat and solid shapes. At Key Stage 2 children can identify lines of symmetry, understand regular and irregular shapes and are becoming more confident with geometrical names such as polygon, hexagon and rhombus. Pupils can add and subtract decimals and simple fractions, orally sequence large whole numbers and numbers involving decimals or fractions. Pupils can double numbers into the thousands and have quick recall of number facts. They have a sound knowledge of graphs and associated vocabulary such as axis, vertical, horizontal and frequency. They can extract accurate information from block and line graphs.

96 Progress at Key Stage 1 is satisfactory with children consolidating their knowledge of number bonds, addition, subtraction, shapes and their properties and meeting the objectives of the national numeracy strategy appropriate for their year group. They understand more than, less than and difference and they are using mathematical symbols with increasing confidence. Higher attaining pupils can add to and take away from numbers larger than 50.

97 Pupils make good progress in Key Stage 2, by the end of which most pupils have quick recall of

number facts, know their tables and multiply and divide with accuracy. Pupils develop a sound understanding of fractions, decimals and place value and other mathematical concepts. They are developing an increasing understanding of shapes and their properties and the language of graphs. Correct mathematical vocabulary is used with increasing confidence and accuracy. Higher attaining pupils are tackling work that is challenging and meets their individual targets.

98 Pupils have opportunities to develop their skills in numeracy in other subjects. Some good work was seen with design technology planning involving accurate measurements. Information technology was being used in every lesson observed to support key skills in numeracy. Homework is set regularly enabling pupils to consolidate their learning.

99 Almost all pupils respond enthusiastically in lessons. They listen attentively and this has a positive effect on progress. They work sensibly in group or paired activities and value each other's contributions during lessons. They concentrate and persevere when working on practical tasks and record answers mostly with care particularly towards the end of Key Stage 2. Pupils and teachers demonstrate a high degree of trust in each other. Pupils' behaviour is almost always good.

100 The quality of teaching in Key Stage 1 is almost always satisfactory. In Key Stage 2 the quality of teaching is very good. Weekly planning is effective with clear objectives. Work is differentiated to meet children's needs. Resources are well prepared. There is good use of praise and a sense of enthusiasm for the subject that motivates pupils. Thoughtful, well-paced mental activities provide a challenging start to lessons and this pace is generally maintained. Where lessons are good or better the teacher provides a clear focus for pupils to evaluate their learning during the plenary sessions. The use of support assistants is effective. Where the teaching is less effective in Key Stage 1 the youngest children are showing a lack of self discipline which slows the pace of lessons by distracting the teacher with trivial concerns.

101 The curriculum provision is good and pupils' progress is monitored with effective use of planners to set learning targets. The use of standardised tests assist in raising standards further. Marking is less effective as it often lacks suggestions for pupils to improve even more. The use of the headteacher's time to work with smaller groups of pupils on mathematics helps pupils' progress. All the staff are working hard to improve the school performance in mathematics.

102 An action plan for numeracy has been drawn up and already some of the objectives have been met. Parents have been involved at an evening meeting and are to be invited in to share numeracy hours. This helps to raise the standard of mathematics further as parents are able to help their child at home more easily.

103 The school has successfully implemented the numeracy strategy enhanced by the initiatives they have been involved in, such as the York Mathematics Enhancement Programme (Primary) funded by the Gatsby Charitable Trust. Extra resources and early training have enabled staff to feel confident in teaching the three-part lesson.

Science

104 Standards in science are consistent with the national average at the end of Key Stage 1 and above average at the end of Key Stage 2. This represents an improvement in standards by the time pupils leave the school; at the last inspection standards in science were consistent with the national average.

105 Analysis of data from statutory assessment indicates that standards are broadly consistent with the national average at Key Stage 1, allowing for variation year on year, which is inevitable given the relatively small cohort of pupils being assessed each year. In 1998 statutory teacher assessment suggested standards which were well above the national average, in particular a high percentage of

pupils achieved at high levels. However, standards were consistent with other schools of similar socio economic characteristics nationally. In 1999 standards were more consistent with the national average, the percentage attaining the expected level 2 dropped from 93% in 1998 to 81% in 1999. The variation can be explained by an increase of a third in the size of the cohort assessed. The percentage attaining the higher level 3 was also close to the national average. Scrutiny of work confirmed that pupils are in general achieving at the expected level and that standards meet those expected.

106 By the time that pupils leave the school at the end of Key Stage 2, standards are above average. In 1998 the percentage of pupils achieving the expected level was above average but the proportion achieving the higher level 5 was below average, judgements confirmed by comparing the results to similar schools nationally. However results in 1999 and a consideration of the trend in results suggests that standards are above average; the results of girls in particular are well above the national average. Lesson observation and the scrutiny of pupils' work would confirm that standards are above average.

107 Pupils are currently making satisfactory progress in science at Key Stage 1 and achieving at the expected standard. In work about light and plants able pupils can identify man made and natural sources of light and use technical vocabulary with increasing appropriateness. Pupils of average ability also make satisfactory progress, making connections between their everyday experience and scientific understanding and learning about the phenomena of light through experimentation. Earlier work available for scrutiny also suggested pupils are developing an understanding of the human body and how health can be protected and improved, for example through diet. Pupils make sound progress in developing their observational skills to classify and sort different animals and materials. Work scrutinised showed the expected range of attainment but all pupils made satisfactory progress developing their knowledge of the topics designated in the programmes of study. They are also receiving a sound introduction to scientific method and recording.

108 Progress accelerates at Key Stage 2, building on the grounding received earlier in the school. Knowledgeable and challenging teaching, particularly in the final years of the key stage, have a considerable impact on what pupils achieve and the progress they make. Across a range of scientific topics pupils make good progress, developing their ability to explain the phenomena they notice and record in response to experimentation. All pupils, even those of below average ability make progress in acquiring knowledge, for example of how heat can cause changes, and those of average and above average attainment are increasingly adept at drawing and justifying conclusions from the measurements they make. The use of scientific vocabulary improves and good teaching also enables pupils to apply their understanding of scientific methodology, for example by recognising the importance of a controlled number of variables to a fair test. Pupils learn to apply this understanding when designing experiments for themselves. They also have opportunities to reflect upon how they record their findings. By the end of the key stage pupils can identify, label and explain the functions of different organs and recognise the relationships which exist between living creatures. In the lesson observed, pupils made good progress using different sources, including CD Roms, to research animal characteristics and how these have adapted to particular circumstances, including habitat, predator relationships or mating rituals. They were able to research, apply and explain their knowledge, drawing upon what they had been taught previously.

109 In the lesson observed at Key Stage 2, pupils responded with enthusiasm to the task, concentrating well, collaborating with maturity and maintaining their interest. They contributed confidently and were keen to articulate their understanding. Standards of presentation of work in books were not so careful and this potentially inhibits pupils' opportunities to reflect upon and draw conclusions from their recorded work.

110 Little teaching was observed over the course of the inspection. In the one lesson seen teaching was good. This Key Stage 2 lesson was well planned with clear aims and objectives, careful attention was given to supporting the needs of the less able, and useful interventions were made to enhance pupils' understanding or challenge their thinking. The teacher listened carefully to pupils' ideas and

used them to enhance their understanding of the science involved. The scrutiny of work indicated that, particularly at Key Stage 2, teachers have a good subject knowledge and are able to support inquiry, experimentation and recording, for example through the use of writing frames which prompt pupils to make a specific kind of response. At Key Stage 1 pupils are encouraged in their science work and good support is offered to those who have limited literacy skills to ensure that their experience and understanding is not held back.

OTHER SUBJECTS OR COURSES

· Information technology

111 Information technology is largely taught through other subjects and consequently little direct teaching of the subject was seen during the inspection. Nonetheless the inspection team saw wide use of information technology: groups of children were seen working independently in a range of activities and, as part of the inspection process, pupils were interviewed and given the opportunity to demonstrate their skills and knowledge. From this evidence it is clear that pupils' attainment in both key stages is in line with that expected nationally. Throughout the school, pupils make regular and sustained use of information technology in their work in the various subjects of the curriculum.

112 Pupils' progress in Key Stage 1 is satisfactory. They are confident in handling computer keyboards and have little difficulty in using the mouse, spacebar and cursor. The work completed by pupils includes short pieces of word-processed writing, as well as activities designed to improve their spelling, punctuation, reading and arithmetical skills.

113 Pupils maintain their satisfactory rate of progress during the second key stage. They learn to make effective use of a wide variety of applications, including word-processing packages, text and graphics software, scanners, and the use of computers for control purposes. The latter is linked with work in design and technology. In the course of their work pupils have written playscripts, designed Mothers' Day cards, produced front covers for history files on the Tudors and practised a range of IT skills. Pupils are able to access information and use it in a range of contexts. They are also able to store information and save files. Assessment is conducted on a regular, half termly basis.

114 Throughout the school, pupils approach their work in information technology with enthusiasm. They are able to sustain interest over relatively long periods of time and without close supervision, maintaining satisfactory levels of concentration.

115 Information technology at the school is largely taught through its application in other subjects and often in small groups. Teachers are at pains to ensure that pupils' skills and confidence are developed through a wide range of activities and are alert to possible opportunities for extending the range of pupils' skills. ICT has been identified as a priority in the current School Development Plan and a programme of staff development is in hand.

116 Planning for ICT is thorough and takes due account of the National Curriculum requirements.

· Religious Education

117 Only 2 lessons were observed during the course of the inspection and these were in Key Stage 1. However, work from the academic year 1998 to 1999 was examined closely. Work from this academic year was also considered.

118 Children from the end of Key Stage 1 knew there was an Old and New Testament and that these were the two main parts of the Bible. They had an understanding of the nature of God as creator of light. Pupils were able to talk about the Inuit and Native American stories which tell how these early peoples explained light. By the end of Key Stage 1, the standard of pupils' attainment in the subject

meets the expectations of the locally agreed syllabus for religious education.

119 There was insufficient evidence from lessons or work to form a judgement on standards of attainment in religious education at Key Stage 2. Pupils in Year 5 were able to talk about their church visits, baptism and the involvement of the local vicar in assemblies and when they visit the church. They were not able to talk about other faiths despite references to pictures on the hall display board to prompt their memories.

120 In the two Key Stage 1 lessons seen progress was satisfactory or better. Where progress was good pupils listened to contrasting stories and reflected on their meaning and significance. The opportunities for discussion helped to further their understanding of the beliefs of early peoples.

121 At Key Stage 2 there was insufficient work and no lessons able to be observed to be able to reach a secure judgement on progress.

122 Pupils' attitudes to religious education are satisfactory overall. At times they are good, eg when pupils listen quietly and concentrate well. They behave well and participate fully in discussions. During such discussions they generally respect each other's views and are keen to talk.

123 Teaching in religious education at Key Stage 1 is satisfactory overall and sometimes better. Well-prepared lessons met most of the learning objectives but some of the younger children were confused about the purpose of the Diva lamp and its significance. One good plenary session gave good opportunities for speaking and listening when children spoke about their pictures of stories they would make up about how light came to the world.

124 The school's long term plans and lesson plans are good and match the locally agreed syllabus. Pupils are introduced to religions other than Christianity. However, half-termly planning is not consistent nor sufficiently detailed throughout the school. Where it is good the schemes of work from the syllabus are used together with a planning sheet which sets out the key objectives and activities the children are to cover. This helps to give an overview of exactly what the children have been taught and achieved as it is closely linked to the recommended attainment targets.

125 The lack of written work highlights the importance of the planning sheet in setting out which attainment targets pupils are working towards. There is little evidence that ongoing assessment is carried out as much of the work from the end of the Key Stage 2 is poorly presented and often left unmarked. There is within the locally agreed syllabus clear statements about what is expected at the end of each Key Stage in religious education. The school is not making use of these to form meaningful assessments. There is little evidence that their teachers value children's recorded work in religious education.

126 The school works hard to foster links with the local parish church. Services at Harvest and Christmas are held in the church. Clubs that pupils may join based on Christian teaching and run by parishioners are held in the school and at another local school.

Design technology

127 Only one lesson of design technology was observed during the inspection at Key Stage 2. Evidence drawn from this lesson and from a scrutiny of completed work, planning and from discussion with pupils leads to a conclusion that progress is satisfactory at both key stages. Standards in technology have been maintained since the last inspection. In making things they show increasing accuracy in measuring, cutting and shaping materials as they get older and more attention is paid to the quality of finish. At both key stages pupils learn to use tools and equipment safely.

128 In Key Stage 1 provision is made for the design process. Pupils have designed and made outfits for Barnaby Bear's travel kit and have chosen materials to cut and stick. Examples of problem

solving are the designed outfits to suit different types of weather.

129 In Key Stage 2 appropriate emphasis is placed on evaluating and improving designs. Pupils were evaluating marble runs they had made earlier in the term and discussed ways of improving their designs or the materials used, for example needing stronger glue or making the path of the run more difficult.

130 Pupils enjoy their technology work and talk freely about their finished constructions such as earthquake detectors or ball measurers. Older pupils design and make models to a good standard e.g. nest boxes, helicopter with working rotors or lights. They design and make rigid structures and use control technology to make them move. The school has recently acquired a PC control interface paid for by the PTA that will further enhance control technology. All pupils are encouraged to access tools and equipment for themselves. In observed work no major gender differences could be seen at either key stage.

131 Lesson planning for technology is good with teachers supported by a well thought out policy, good long and medium term plans. Planning objectives are linked to the National Curriculum programmes of study. QCA guidelines are being used to good effect and are raising the standard of skills with tools such as saws. The curriculum co-ordinator has a good understanding of the subject.

Geography

· 132 Only one geography lesson was seen during the inspection and so judgements have been formed on the basis of that, a scrutiny of work in both key stages and an analysis of both the medium and long term planning. Pupils make satisfactory progress in geography in both key stages.

133 At Key Stage 1, pupils were seen learning about the world beyond their locality, in particular locations in the Americas. They worked with enthusiasm and were able to make sensible observations and recognise characteristics of places. For example, when asked how they knew that an area had a lot of rain judging by a photograph of the location, they were able to offer a logical explanation.

134 Progress is satisfactory in Key Stage 2. Evidence from pupils' files indicates that pupils are developing a range of geographical skills. For example, pupils are learning how to find places in atlases, make use of indexes and contents lists, use geographical terminology appropriately and to appreciate the importance of location in understanding places.

135 Evidence suggests that pupils' response to geography is positive and engaged. This is certainly true of the lesson seen in Key Stage 1, while pupils' written work in both key stages indicates interest in the subject. On the basis of the work seen, however, there is scope for more opportunities for pupils' extended writing, for example in describing geographical patterns, how people can improve and damage the environment, and in applying geographical knowledge and understanding in more sustained studies of places and people.

136 Teachers plan systematically for the teaching of geography, making use of the school's scheme of work. Planning envisages the teaching of geography on a cyclical basis designed in such a way that pupils' experience of the subject is coherent and logical. The lesson seen was characterised by effective questioning of pupils and a shared enthusiasm between teacher and pupils. An attractive and striking world map and post cards depicting various locations effectively support the current Key Stage 1 focus on world locations. Considerable emphasis is placed in teachers' planning on the teaching of the relevant geographical skills.

History

· 137 No history lessons were seen in either Key Stage during the three days of the inspection. The school's long term plans envisage the teaching of history only at certain points within the cycle. There is

therefore insufficient evidence to make secure judgements on the quality of teaching and learning. Files of work contained insufficient work in history to make a secure judgement about standards in either key stage.

138 Medium and long term planning seeks to ensure that pupils receive a coherent programme of history in both key stages. Planning envisages coverage at Key Stage 2 of *Britain since 1930, the Ancient Greeks, Invaders/Local, Ancient Egypt, Tudor Britain, and Holy Island*. At Key Stage 1 it comprises *Florence Nightingale, The Great Fire of London, Homes in the Past, Toys in the Past, Local History, and Seaside Holidays*. However, links with the National Curriculum are not always clear.

139 The school has a written policy supporting the teaching of history. Written in 1995 it is due for review. Scrutiny of pupils' work indicated opportunities for pupils to develop some of the key elements within the history curriculum, including historical research and chronology. In one classroom, for example, a timeline around the room reminds pupils of the sequence of historical events from early times to the present day. The teacher made adroit use of it during a discussion in English, reminding pupils of when both Columbus and Henry VIII figured in history.

140 The limited amount of work available for scrutiny made it impossible to make a secure judgement about standards. It did suggest, however, that pupils might benefit from a wider variety of activities in history and more overt consideration of the key elements within the history national curriculum.

Music

141 Although only one Music lesson was observed at both key stages, these and the evidence of work available for scrutiny indicate that pupils make good progress throughout the school.

142 In the lesson observed at Key Stage 1 pupils were taught about how to manipulate the dynamics of sound, building to a crescendo and then diminishing the sound gradually to silence. They made good progress; the activity built upon their previous knowledge and carefully established the principle of manipulating sound for effect. Pupils were encouraged to use the appropriate terminology. Progress was also good in the lesson observed at Key Stage 2 where pupils were taught to recognise and use notes in a scale. They made good progress in understanding how sounds can be organised to achieve a desired effect and how to record their ideas simply so that another group of pupils could play the same tune. Written work suggested that older pupils in the key stage continue to make good progress, learning how to record musical ideas using standard notation and to consider the effects of different instruments when played in combination with others. They also develop their knowledge of composers, for example Faure, and different musical styles.

143 Pupils' attitudes to music lessons are very positive. At Key Stage 1 pupils worked with enthusiasm, tried hard and were highly disciplined in their use of instruments, for example there were no distractions when the teacher was explaining how to develop the activity. Their genuine enthusiasm was expressed in a spontaneous, yet highly formal and sequenced dance which developed among the whole class as they listened to a piece of music. Pupils' response to music is also good at Key Stage 2. In the lesson observed, pupils were keen to join in, enthusiastic about singing and collaborated well in the compositional activities. Again, pupils' self-discipline with the instruments was evident. They sustained their involvement and enjoyed their activity. Other singing lessons observed, as part of whole school and infant assemblies, confirmed enthusiasm for music at all stages of the school.

144 Teaching of music is good throughout the school. In both lessons and in the singing activities, teaching was characterised by a high degree of expertise, clear and appropriate objectives and the confident communication of them. Control was firm and pleasant and teachers had high expectations for both behaviour and the quality of what was to be achieved. Significantly, all teaching included a proper focus on improvement; teachers were not satisfied with initial attempts and always challenged pupils to enhance the quality of what they had done, offering useful technical advice where necessary.

145 The curriculum for music is rich and planning ensures a proper weight is given to all elements of the programme of study. Resources are well used.

• **Art**

146 Only one Art lesson was observed during the inspection – at Key Stage 2 – but nevertheless when pupils' work is also considered it is clear that pupils make good progress throughout the school.

147 Pupils at Key Stage 1 experiment with colour when illustrating stories and use computers to manipulate lines, as in some rainbow pictures. Older pupils at the key stage had mixed colours to paint faces and included careful detail of features in order to create specific effects. Work is interestingly developed, using a variety of materials.

148 At Key Stage 2 pupils' work on display included some striking experiments with line and colour in response to the work of the artist Mondrian and some very careful observational drawings of cacti, where pupils had used pencil line and pastel crayons to represent detail and capture shape and form. Older pupils at the key stage captured the texture of different fruits and vegetables in their observational drawings, completed using a variety of media. In the lesson observed pupils experimented effectively with different tools, techniques and materials when undertaking some clay work. They made good progress in manipulating the materials and developed their ideas by reflecting upon their work.

149 Pupils' response to work in art is good, based on the evidence of work on display and collected in folders. Pupils take care with their work and are prepared to preserve in order to improve the quality of what they do. They look carefully and experiment with maturity.

150 In the one lesson observed teaching was good; imaginative, helpful and technically adept. Good specialist advice was given to the pupils who needed it and all pupils benefited from the connections with other areas of the curriculum that the teacher established and by his insistence on observing closely and including detail. Planning for art throughout the school suggests a confident approach to the subject and a useful emphasis on critical studies to inform pupils' creative work. Teachers receive good support from the subject co-ordinator.

• **Physical Education**

151 Progress in physical education is satisfactory overall at Key Stage 1. Although in one lesson observed progress was limited, because insufficient emphasis was given to teaching the skills of throwing and catching tasks and too much time was spent watching pupils demonstrate unfinished work, other evidence from a music lesson suggested that older pupils at the key stage are developing appropriate skills. Here, pupils developed actions into a controlled sequence and dance, moving with care, grace and expression.

152 Pupils make good progress in developing their physical education skills at Key Stage 2. Pupils improve the accuracy of their work, whether throwing and hitting, developing ball skills for playing football or movement and dance skills. Pupils are encouraged to practise and reflect upon what they have done and taught how to work with greater control and quality, by applying specific techniques. In the best lesson observed, where pupils experimented in pairs with making mirror images of actions, pupils made very good progress, working with self-discipline and establishing increasingly sophisticated ways of linking actions into a sequence.

153 Pupils' response to physical education is satisfactory overall at Key Stage 1 and good at Key Stage 2. At Key Stage 1 older pupils worked with real interest in spontaneously developing a sequence

of actions into a dance, carefully moving in a confined space. They were engrossed in their work and delighted with their efforts. In another lesson at Key Stage 1 pupils' response was less positive, their concentration was below what might be expected and poor relationships were evident between a number of them. At Key Stage 2 pupils work with commitment and energy. In general they collaborate well in groups of different sizes. Older pupils in particular show a high degree of self-discipline in organising themselves and sustaining their concentration.

154 Insufficient evidence was gathered to make a judgement about the teaching of physical education at Key Stage 1; in the one lesson observed teaching was unsatisfactory. Control was not fully established, the pace of learning was slow and insufficient emphasis was placed on teaching the necessary skills. Teaching at Key Stage 2 is good. Teachers are well prepared, communicate clear expectations and are confident in both stimulating and improving pupils' work. A feature of teaching at this key stage is the easy way that pupils are encouraged to reflect upon their work in order to improve it.

155 The curriculum for physical education is enhanced by a variety of clubs and activities which are offered by the school. This includes swimming for Key Stage 2 pupils, which takes place after school.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

156 The inspection of Stockton the Forest CE Primary School was undertaken by a team of four inspectors who were in school for 10 inspector days, from Monday to Wednesday of the inspection week.

157 During the inspection:

- (●) 36 lessons or parts of lessons, assemblies, and registration periods were observed, amounting to over 26 ½ hours of inspection;
- (●) Observations were made of pupils as they arrived at school, during breaks and at lunchtimes, and as they left school;
- (●) All teachers were seen teaching;
- (●) Meetings were held prior to the inspection with the headteacher and some of the governors;
- (●) During the inspection there were discussions with the Chair of Governors and with the headteacher and all other members of staff;
- (●) There were daily meetings between the headteacher and the registered inspector;
- (●) Inspectors examined the written work of many pupils. All the available written work of a representative sample of pupils from each year group was scrutinised;
- (●) Inspectors heard 30 children read; many individually and others as part of group reading activities
- (●) Documentation provided by the school was analysed both before and during the inspection;
- (●) The registered inspector held a meeting before the inspection attended by 16 parents, and 29 responses to a questionnaire for parents about the quality of education provided by the school, were analysed.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	96	3	25	15

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	5
Number of pupils per qualified teacher	19

Education support staff (YR – Y6)

Total number of education support staff	1
Total aggregate hours worked each week	26

Financial data

Financial year: 1998 - 99

	£
Total Income	187899
Total Expenditure	178038
Expenditure per pupil	1835
Balance brought forward from previous year	9861
Balance carried forward to next year	12606

PARENTAL SURVEY

Number of questionnaires sent out:

75

Number of questionnaires returned

29

Percentage return rate

38.7

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	72	24	0	0	3
I would find it easy to approach the school with questions or problems to do with my child(ren)	62	34	0	0	3
The school handles complaints from parents well	27	50	19	0	4
The school gives me a clear understanding of what is taught	39	54	0	7	0
The school keeps me well informed about my child(ren)'s progress	36	54	7	4	0
The school enables my child(ren) to achieve a good standard of work	54	36	11	0	0
The school encourages children to get involved in more than just their daily lessons	36	54	11	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	34	48	10	7	0
The school's values and attitudes have a positive effect on my child(ren)	41	48	3	7	0
The school achieves high standards of good behaviour	36	54	11	0	0
My child(ren) like(s) school	41	45	10	3	0

NB: Percentages given are in relation to total number of returns, EXCLUDING nil replies.
Percentages of responses are rounded to nearest integer and sum may not equal 100.