

INSPECTION REPORT

St James VA Lower School

Biddenham

LEA area: Bedfordshire

Unique Reference Number: 109614

Inspection Number: 186986

Headteacher: Mrs V Burrows

Reporting inspector: Ms V Bagilhole

Dates of inspection: 13 -16 September 1999

Under OFSTED contract number: 706968

Inspection carried out under Section 10 of the School Inspections Act 1996

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the School Inspections Act 1996, the appropriate authority must provide a copy of this report and/or its summary free of charge to certain categories of people. Every registered parent of a registered pupil at the school should receive a free copy of the summary of the report within ten working days of receipt of the summary by the appropriate authority. A charge not exceeding the cost of supply may be made by the appropriate authority for any other copies of the report and/or its summary provided to any person who asks for one.

The appropriate authority should make a copy of the report and the summary available for inspection by members of the public at such times and at such a place as may be reasonable

Any enquiries about this legislation should be addressed to the OFSTED Compliance Helpline
Tel. 0171421 6567

Information about the school

Type of school	Lower
Type of control	Voluntary Aided
Age range of pupils	4-9
Gender of pupils	Mixed
School address	Main Road Biddenham Bedfordshire MK40 4BD
Telephone number:	01234 352721
Fax number:	01234 273664
Appropriate authority:	Bedfordshire
Name of chair of governors:	Rev R Sutton
Date of the previous inspection:	22/1/96

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
Ms Vreta Bagilhole, RgI	English Mathematics Information technology History Under fives	Attainment and progress Teaching Equal opportunities Leadership and management
Mrs Sylvia Daintrey, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Mrs Marion Wallace	Science Geography Art Design and technology Music Physical Education	Pupils' spiritual, moral, social and cultural development Special educational needs, The curriculum and assessment The efficiency of the school

The inspection contractor was:

Bedford Primary Inspections
2 Grange Lane
Cople
Bedford
MK44 3TT

Tel: 01234 838025

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised in writing with OFSTED by writing to:

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

Characteristics of the school 1 - 3
Key indicators 4

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress 5 - 13
Attitudes, behaviour and personal development 14 - 17
Attendance 18

Quality of education provided

Teaching 19 - 24
The curriculum and assessment 25 - 34
Pupils' spiritual, moral, social and cultural development 35 - 39
Support, guidance and pupils' welfare 40 - 44
Partnership with parents and the community 45 - 49

The management and efficiency of the school

Leadership and management 50 - 54
Staffing, accommodation and learning resources 55 - 58
The efficiency of the school 59 - 62

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 63 - 69
English, mathematics and science 70 - 90
Other subjects or courses 91 - 130

PART C: INSPECTION DATA

Summary of inspection evidence 131

Data and indicators

Main findings

WHAT THE SCHOOL DOES WELL

Pupils' attainment in English and mathematics is well above the national average.

- + Pupils make good progress in most subjects.
- + Teaching is good and challenges the pupils well;
 - + The provision for pupils' spiritual development is good and the school provides good opportunities for pupils to extend their cultural awareness;
- + Provision for children under five is good;
- + The school has very effective procedures for monitoring and promoting good attendance.

+ WHERE THE SCHOOL HAS WEAKNESSES

The discipline policy contains limited guidance on behaviour management strategies;

- I. The guidance provided on bullying and harassment is unsatisfactory and not in line with current good practice;
 - II. Parents are not always consulted or effectively informed about school procedures and policies, such as the behaviour policy and the stated aims of the school;
 - III. Not all the aims of the school are adequately achieved, such as developing tolerance, sensitivity and co-operation.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which 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 improved since the last inspection. Standards in English and mathematics have risen significantly and pupils attain good standards in science and information technology. All the key issues from the last inspection have been addressed. Manageable systems for monitoring, assessing and recording pupils' progress are in place. Subject co-ordinators have a good understanding of their roles and manage the development of subjects well. All schemes of work have been completed and the school development plan now looks ahead over three years. There is now a clear understanding between the headteacher and the Governing Body about their respective roles and responsibilities. Most parents support the school and this has a positive effect on their children's attainment and progress. However, the partnership with parents has weakened since the last inspection and a small but significant minority of parents show dissatisfaction with the school's policies and procedures. Overall, the school is in a position to make further improvement.

STANDARDS IN SUBJECTS

The table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
			<i>average</i>	<i>C</i>
			<i>below average</i>	<i>D</i>
			<i>well below average</i>	<i>E</i>
Reading	C	E		
Writing	A	A		
Mathematics	A	A		

In 1998, the results of the National Curriculum tests at the end of Key Stage 1 show that standards in writing and mathematics were well above the national average and in comparison with similar schools. In reading, the percentage of pupils attaining average levels was well above the national average, but fewer pupils attained higher levels. The cohort in 1998 was the smallest over a four-year period. Due to the small size of cohorts taking the tests and the significant variation in the number of pupils in each year group, it is not possible to predict trends in attainment. In 1999, with a larger cohort, standards show a significant improvement in reading with nearly a half of pupils attaining the higher level. Inspection evidence supports the overall picture of high attainment in the school.

By the time they leave the school at the age of nine, most pupils attain standards in English and mathematics which are well above the national average and about a third do even better. Attainment in science is above average. Inspection evidence shows that there are no significant weaknesses in any aspect of these subjects. There is no significant difference between the performance of boys and girls. By the time the pupils leave the school, standards in information technology are above what is normally found for pupils of this age. Pupils with special educational needs make sound progress. There are strengths in art, geography and singing.

Standards achieved by children under five exceed those levels recommended in the Desirable Learning Outcomes for children of this age, with the exception of physical development. The children make good progress.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 9 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Good	Good
Other subjects		Good	Good

Teaching is good and 7 per cent is very good. The very good teaching is at Key Stage 1 in art and physical education. There is no unsatisfactory teaching. Teaching of children under five is good. The main strengths in teaching are the challenging lessons that are planned by all teachers. Teachers have a good knowledge of the subjects they teach. In literacy and often in other subjects, the teachers inspire the children and very good discussions take place. Classroom organisation is good. Management of pupils is generally good, but it is better in whole class teaching than when pupils are working individually or in groups. A weakness is sometimes in the value teachers place on the participation and contribution of the lower attaining pupils.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Satisfactory overall: It is good in the youngest class. In the older classes, pupils are well behaved most of the time, but there are lapses in politeness and consideration.
Attendance	Good:
Ethos*	Sound: The school has a very clear commitment to high achievement, but improvement is needed in other aspects of its work such as fully realising its aims of 'tolerance, sensitivity and co-operation.'
Leadership and management	Sound: The management has made sound progress in moving the school forward since the last inspection, particularly in the improvement of standards and in the quality of teaching. The school development plan gives a clear and purposeful vision for the school's development.
Curriculum	Good:
Pupils with special educational needs	The school makes satisfactory provision for pupils with special educational needs.
Spiritual, moral, social & cultural development	The provision for spiritual and cultural development is good and the provision for moral and social development is satisfactory.
Staffing, resources and accommodation	The provision of staffing, accommodation and learning resources is good and has a positive impact on the educational standards achieved by pupils. Teaching staff are well qualified and experienced.
Value for money	The school provides 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
<ul style="list-style-type: none"> ▪ pupils' attainment and progress; ▪ the majority find it easy to approach the school with problems or questions; ▪ their children like school; ▪ homework; ▪ the school's values and attitudes. 	<ul style="list-style-type: none"> ▪ handling of complaints; ▪ parents are not given a clear ▪ a minority feel that the school is not ▪ not encouraging parents to take an

These are the views of the parents who attended the pre-inspection meeting and completed the questionnaire. Most parents continue to support the school and this has a positive effect on their children's attainment and progress. However, since the previous inspection, the good relationships have not been sustained at such a high level. There is substance to the parents' concerns. Many of the parents' concerns are that the school does not consult them on aspects, such as its behaviour policy, and that they are not given clear and regular information on school events or policies. The headteacher and governing body do not have clear ways forward on how they will improve on these aspects.

Key issues for action

The school should:

- + .consult and inform parents more fully about school events, procedures, policies and the curriculum; evaluating the effectiveness of the resulting new arrangements; **p 45-48**
- + .improve the discipline policy so that it contains clear guidance on behaviour management strategies and to set up systems for evaluation; **p 42**
- + . produce a bullying policy, which is in line with current good practice; **p 42**

(The school has identified this issue in its development plan)

- + .improve the ethos of the school by striving to achieve ALL of its aims. **p 54**

In addition to the key issues above, the following weaknesses should be considered for inclusion in the action plan.

- + .monitor teaching to ensure that the lower attaining pupils can participate in and contribute to lessons more fully;
- + .improve the review procedures for writing individual education plans;
- + .ensure that all statutory requirements are met in the school prospectus and to review and update annually;
- + .improve the provision for physical development for children under five;
- + .improve the organisational strategies for managing large numbers of pupils in the hall in lessons such as physical education and drama.

Introduction

Characteristics of the school

1. St James' Lower VA School takes pupils up to Year 4. Most of the children come from the village of Biddenham and the Queens Park area of Bedford. There are 78 pupils on role. The school is a Voluntary Aided school and there are close links with the church. The pupils come from mostly white ethnic backgrounds, and from a range of socio-economic backgrounds, the majority of which are above average, when compared with those found nationally. They come mainly from private and rented housing in the village. When they come to the school, many of the children have had pre-school experience. The children enter the Reception class at the beginning of the term after their fourth birthday. Fifteen children were four years of age at the time of the inspection. Inspection evidence shows that children start school with levels of educational experience and skills, which are above average for their age. There are four children who have special educational needs, none of whom has a Statement of Special Educational Need. Twelve per cent of pupils are entitled to free school meals, which is broadly average. The average class size is 24.

2. The aim of the school is to provide the best possible education for each child within the context of a caring Christian community. The school aims to develop:
 - + . a positive learning attitude;
 - + . an ability to think and reason;
 - + . the power of concentration and listening and understanding;
 - + . creativity involving spiritual, emotional, physical and social qualities;
 - + . confidence and self respect;
 - + . independence and individuality;
 - + . tolerance, sensitivity and co-operation;
 - + . awareness of the environment.

1. The priorities in the school development plan for 1999/2000 are to:
 - + . develop the quality of target setting;
 - + . discuss and implement changes with the new curriculum;
 - + . plan open afternoons for children under five;
 - + . review pupil numbers and staffing;
 - + . develop a bullying policy with clear guidelines.

1. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for the 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	9	10	9
	Girls	4	4	4
	Total	13	14	13
Percentage at NC Level 2 or above	School	93	100	93
	National	80	81	84

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys	8	9	7
	Girls	4	4	4
	Total	12	13	11
Percentage at NC Level 2 or above	School	86	93	79
	National	81	85	86

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised Absence	School	4.6
		National comparative data	5.7
	Unauthorised absence	School	0
National comparative data		0.5	

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:			Number
	Fixed period		1
	Permanent		1

Quality of teaching

Percentage of teaching observed which is:			%
	Very good or better		7
	Satisfactory or better		100
	Less than satisfactory		0

PART A: ASPECTS OF THE SCHOOL

4. Educational standards achieved by pupils at the school

Attainment and progress

2. In 1998, the results of the National Curriculum assessments at the end of Key Stage 1 show that standards in writing and mathematics were well above the national average and in comparison with similar schools. In reading, the percentage of pupils attaining average levels was well above the national average, but fewer pupils attained higher levels. The cohort in 1998 was the smallest over a four-year period. Due to the small size of cohorts taking the tests and the significant variation in the number of pupils in each year group, it is not possible to predict trends in attainment. In 1999, with a larger cohort, standards show a significant improvement in reading with nearly a half of pupils attaining the higher level. Inspection evidence agrees with the overall picture of high attainment in the school.
3. By the time they leave the school at the age of nine, most pupils attain standards in English and mathematics which are well above the national average and about a third do even better. Attainment in science is above average. Inspection evidence shows that there are no significant weaknesses in any aspect of these subjects. There is no significant difference between the performance of boys and girls. By the time the pupils leave the school, standards in information technology are above what is normally found for pupils of this age. Pupils with special educational needs make sound progress. There are strengths in art, geography and singing.
4. Standards achieved by children under five exceed those levels recommended in the Desirable Learning Outcomes for children of this age, with the exception of physical development. They make good progress. The children express opinions readily and show an active interest in reading and an enjoyment of books. They know a number of initial sounds and can write them down. Most children write their name. Many of them can write simple sentences by the age of five and know about capital letters and full stops. In mathematics the children count to 20 and use appropriate language such as 'more, less and zero.' Higher attainers count to 59 and write to 15 without support. The children do addition and subtraction of numbers to ten. Progress in physical development is unsatisfactory because children are not provided with outdoor play activities. The one lesson of physical education at the end of the week is insufficient to ensure children develop the full range of physical skills.
5. In English, the pupils' attainment is well above average in all of the attainment targets. They make good and sometimes very good progress. By the end of Year 2, most pupils can contribute well to a discussion and express their own ideas. By the time they leave the school, they take part in a range of discussions and give their opinions using a well-developed vocabulary. Most pupils read fluently and accurately with appropriate expression and intonation. At Key Stage 1, pupils make use of full stops and capital letters are beginning to develop an independent confident style of writing. By the end of Year 4, pupils use a broad and interesting vocabulary in their writing. They communicate very clearly and with expression. Final presentation is generally good. They use literacy well across a range of subjects and good use is made of information technology for word processing.
6. In mathematics, pupils make good progress in all attainment targets. Pupils understand the language of number and respond to questions. Standards in numeracy are well above average. By the end of Key Stage 1, pupils do calculations to 200 and recognise numbers to 1000. They know tables involving 2, 5 and 10. They have a good understanding of place value and use addition,

subtraction and multiplication. They use standard measures such as centimetre and kilogram. By the end of Year 4, many pupils do addition, subtraction, multiplication and division problems accurately to 1,000. They have a sound knowledge of tables to 11 and a good understanding of fractions. Pupils understand symmetry and angles. They measure in decimetres and understand vertices. Data handling is well developed and has good links with other subject areas.

7. The pupils' progress in science throughout the school is good. By the end of Key Stage 1, pupils have a good scientific vocabulary and communicate their findings clearly in simple charts and drawings. Evidence of good progress was seen during the inspection week when pupils talked about the spine being responsible for keeping the top part of the body straight. At Key Stage 2, there is a clear progression in the quality of experimental and investigative work. Pupils develop their ability to predict the outcome of an investigation. Pupils record their investigations independently and give reasons for their conclusions.
8. By the time they leave the school, the pupils' attainment in information technology is above what is normally expected and their progress is good. Most pupils independently use information technology and work in a range of curriculum areas. They use the CD-ROM for research and recently have begun to use the Internet. They are developing a good technical vocabulary. However, they are not familiar with importing graphics and photographs and using them to illustrate their work. Pupils, including those with special educational needs, make good use of the computer to help them with their work in literacy.
9. In the other subjects there are strengths in art, geography and singing and progress is good. In physical education, there are strengths due to the very good teaching at Key Stage 1, but also some weaknesses. This is mainly brought about by the restricted size of the hall. In all other subjects there are no major strengths or weaknesses.
10. Attainment has improved significantly since the last inspection when standards were average in all subjects except for music, which was less than satisfactory. The impressive improvements in the quality of teaching since the last inspection and the effective implementation of the literacy strategy in the last year have had a very good effect on standards.

Attitudes, behaviour and personal development

11. Pupils' attitudes to learning are generally good. They are best in the youngest class where pupils, including children under five who have just started school, are keen to take part in all the activities offered, listen attentively to adults and respond to tasks with great curiosity and imagination. In the two older classes, pupils are interested in their lessons and welcome the challenge of hard work. They enjoy whole-class activities such as reading together from the 'big book'. They show complete involvement when discussing, as a whole class, the setting for a story. Their listening skills have improved satisfactorily since the last inspection. They now pay reasonably good attention to teachers and other adults, although the rate of learning occasionally slows down because there is too much chatter and teachers do not check it quickly enough.
12. Behaviour is satisfactory overall. It is good in the youngest class where the teacher and nursery nurse have established clear expectations and a warm positive atmosphere. In the older classes, pupils are well behaved most of the time, but there are lapses in politeness and consideration. Behaviour is often good outside lessons, for example in the dining room at lunchtime and at assemblies. Last year, a very small number of boys and girls were involved in various incidents of inappropriate, spiteful and aggressive behaviour, which in one case led to a permanent exclusion. There are occasional bullying incidents, some of which lead to complaints from parents.

13. Relationships are good. Again, they are best in the youngest class where the newest children are quickly establishing very good relationships with each other and with adults. In the older classes, pupils co-operate well together in groups and pairs, for example supporting and discussing their work with each other in a Key Stage 1 information technology lesson or helping each other to get the right resources together for a Key Stage 2 geography lesson. However, few examples were seen of pupils working in collaboration on joint tasks. Pupils respect each other's ethnic origins and beliefs and there are no instances of racial tension.
14. Pupils' personal development is good. Children under five are very independent and choose activities sensibly. Older pupils carry out their responsibilities in class and around the school with maturity. By Year 4, they are capable of initiating, planning and carrying out their own ideas, such as the Kosovo Day last year which raised over £1200.

Attendance

15. Pupils' attendance and punctuality continue to be good and unauthorised absence is nil. Children under five are developing good habits of attendance. Parents are well aware of the importance of sending their children to school regularly and on time. The main reasons for absence are short illnesses, medical appointments and term-time holidays but these do not disrupt pupils' education. Pupils' good attendance enables them to make good progress and achieve well.

18. Quality of education provided

Teaching

16. Teaching is consistently good and 7 per cent is very good. The very good teaching is at Key Stage 1 in art and physical education. There is no unsatisfactory teaching. Teaching of children under five is good. This represents an improvement since the last inspection, particularly at Key Stage 1. Teachers' expectations are now consistently high and challenging lessons take place.
17. The skills of literacy and numeracy are taught well and an appropriate amount of time is allocated. Planning follows the structure of the Numeracy and Literacy hour. The teachers are in the early stages of implementing the numeracy strategy.
18. The main strengths in teaching are the challenging lessons that are planned by all teachers. The pace of lessons is good and this adds to the challenge. Very good discussions take place. In literacy and numeracy, the teachers inspire the pupils well. In one lesson at Key Stage 2, the pupils were on the edge of their seats as they discussed how they could set the scene for a magical story. The teaching of phonics and other basic skills is well planned in all classes. Appropriate consolidation takes place during many lessons, when teachers recognise and make effective use of opportunities to reinforce certain concepts. Teachers' expectations of what the pupils can and should do is high and these are conveyed clearly to the class. Lessons are concluded well. The main teaching points are reinforced with opportunities for the pupils to listen to, appreciate and observe other pupils' work.
19. In the very good lessons in art and physical education at Key Stage 1, a significant strength of teaching is the very good subject knowledge and high expectations of pupils' work. There is a clear structure in the progressive development of artistic skills and techniques and this has a positive impact on standards. In the most successful lessons in physical education, pupils maintain a good level of activity throughout the lesson.

20. Teachers have a good knowledge of the subjects they teach. Classroom organisation and relationships are good. Management of pupils is generally good, but it is better in whole class teaching than when pupils are working individually or in groups. Marking is inconsistent. The best practice shows carefully annotated and considered teaching points, but some work lacks comments. Teachers make effective use of resources to help the pupils to understand. The teaching of pupils with special educational needs is generally good and appropriately planned. The non-teaching assistants provide very good support.
21. There are some weaknesses. In some lessons, particularly in the two older classes, teachers place insufficient value on the participation and contribution of the lower attaining pupils in whole class sessions. In physical education at Key Stage 2, lesson time is not managed well and pupils take too long to change for the lesson, leaving them very little activity time during the lesson. Pupils spend too much time sitting listening to the teacher and insufficient time developing physical skills and engaging in activity.

The curriculum and assessment

22. The school provides a broad curriculum covering all subjects of the National Curriculum and the locally agreed syllabus for religious education. It promotes pupils' intellectual, social and personal development and prepares them for the next stage of their education. The time allocated for the curriculum overall is in line with national recommendations.
23. The school has addressed most of the issues identified in the last report and has, in consequence, improved its curricular provision. Detailed schemes of work are now in place for music and good attention is given to composition work and data handling in mathematics.
24. The curriculum is generally effective in supporting the intellectual and personal development of pupils. However, the single lesson of physical education per week means that support for physical development is limited. There is an appropriate emphasis on English, mathematics, science and information technology. Information technology is well used to support other curriculum areas. The school has implemented the literacy and numeracy strategy and proper emphasis is given to the development of literacy skills in other subjects as well as in English. There is an appropriate emphasis on numeracy skills and it is used to reinforce work across the curriculum. The school has an appropriate policy for sex education and drugs awareness and they make good use of the local Life Bus to enrich these aspects of the curriculum.
25. Policy statements are in place for all subjects of the National Curriculum. All policy documents are reviewed each year. Schemes of work are in place for all subject areas and provide a clear guide to progression within subject areas of the curriculum. Planning is very good overall. Short term planning is well focused and clearly identifies the learning objectives and activities for lessons.
26. Children under five are provided with a good curriculum that promotes learning effectively in all areas of learning except the physical development. This aspect is unsatisfactory in the development of gross motor skills as children are not provided with outdoor play activities. The one lesson of physical education at the end of the week is insufficient to ensure children develop the full range of physical skills to extend children's learning through physical movement and the development of co-ordination using gross motor skills. Classroom organisation ensures full equality of access to all pupils in other aspects of the Desirable Learning Outcomes. Planning is very good and daily assessment procedures ensure that the progress of the pupils is closely

monitored.

27. The schools' provision for ensuring equality of access and opportunity for all its pupils is satisfactory overall. All pupils have full access to the curriculum and other activities provided by the school. The school has a homework policy, which identifies time spent on homework together with aims and objectives.
28. The school's provision for extra-curricular activities is satisfactory with activities such as tag rugby, recorder, choir, gymnastics. Pupils experience a range of visits to support the curriculum such as the local village and village pond. The school uses visiting artists such as an expert in African culture, to enhance pupils' knowledge and experience of art.
29. The school makes satisfactory provision for pupils with special educational needs and meets the requirements of the Code of Practice. At the time of the inspection, no pupils were identified as having a statement of special educational needs. Pupils placed on the school's register of special educational needs have appropriately planned individual education plans. The individual education plans are prepared by the class teacher, discussed with parents and monitored by the co-ordinator. The plans are satisfactory and identify areas of concern, short term targets, strategies, resources, support and outcome and progress. Appropriate targets for the development of key literacy and numeracy skills are identified. The plans are reviewed regularly in a process that includes parents and teachers. A weakness, however, is the review documentation, which is unsatisfactory. It lacks sufficient detail and is too general.
30. Pupils with special educational needs are taught within the classroom alongside other pupils and receive classroom support appropriately. This support is good and staff liaise closely with the class teacher. Pupils with special educational needs are well integrated into the life of the school. However, in some lessons the contribution of the lower attaining pupils and those with special educational needs are not always valued appropriately and opportunities to develop pupils' self-esteem are not fully exploited.
31. Assessment meets statutory requirements. Since the last inspection, the school has made satisfactory progress in improving the quality of assessment. Assessment of literacy and numeracy is good. The school has carefully analysed the results of National Curriculum tests and has identified targets and areas for improvement. The staff use the information well to pinpoint relative weaknesses in the school's approach to teaching. There are areas of strength in assessment, but there are areas for further development, including addressing the variations in approaches to assessment between subjects. The school has made some progress in ensuring planning and assessment are linked. Baseline assessment, using the local authority scheme, is in place for pupils entering the school under five. The school carries out the compulsory National Curriculum assessments and tests. There are regular reading and mathematics tests. Portfolios containing samples of moderated work are kept for each year group. Teachers' observations and assessments are generally accurate. Support assistants keep observation notebooks, which make a satisfactory contribution to the assessment of pupils with special educational needs.

Pupils' spiritual, moral, social and cultural development

32. The school makes satisfactory provision overall for pupils' spiritual, moral, social and cultural development. Provision for spiritual and cultural development is good and provision for pupils' moral and social development is satisfactory.
33. The school provides good opportunities for pupils' spiritual development. Assemblies are well

planned and provide a time for quiet reflection in which discussion and prayer are closely linked to consideration for others and to aspects of pupils' every day life. There is a very good balance between everyday situations and biblical text. The local vicar makes a very good contribution to the spiritual development of pupils in his weekly assemblies and encourages pupils to reflect on the importance of sharing with others. Teachers use a variety of effective methods in assembly, including role-play to reflect on feelings such as anxiety and the effect of change. Pupils show enjoyment and appreciation of music and hymns played and sung in assembly and in their end of term concerts. In art, Key Stage 2 pupils display awe and wonder appreciating the work of other pupils as they view their paintings. There is a buzz of excitement in the Key Stage 2 class as pupils discover the Internet and research information. Every day, pupils are challenged in their work in the classroom. A common response from pupils is that they enjoy and appreciate hard work.

34. The school's provision for moral development is satisfactory. Pupils know right from wrong. However, there are still instances of inappropriate behaviour in Key Stage 1 and Key Stage 2. For example, talking when the teacher is addressing the whole class. Each class devises their own class rules with the teacher and pupils together. These are well known by the pupils and provide an effective guide to moral development. Children under five have a good understanding of right and wrong. Good behaviour is recorded in the Golden Book and this provides an effective way of identifying good behaviour. Pupils identified in the book are recognised in assembly each week. Adults set a good example and reinforce what is acceptable and unacceptable by reminding pupils of the class rules. They take care to encourage good relationships in school and respect for the environment. The discipline policy clearly identifies rewards, sanctions and strategies for disruptive behaviour during the lunchtime or formal lesson time. Circle time is well utilised for more focused consideration of rights and responsibilities.
35. The provision for social development is satisfactory. Pupils respect their teachers and respond well to them. The quality of relationships between teachers and pupils in lessons and playtime is good and teachers provide positive role models. The school encourages pupils to take responsibility and help with jobs around the school. Year 4 pupils help to prepare the hall for assembly. Pupils are responsible and sensible using equipment and books. There is a positive atmosphere on the playground during breaks and pupils make good use of the playground and field. During lessons, pupils work well individually, with a partner, in small groups and as a whole class group. Most pupils show a sensitive awareness of others. There are, however, a significant number of pupils who, in the informal situation, display a total lack of awareness for others, for example walking through doorways and not thinking to let others pass first or not opening doors for visiting adults.
36. Cultural development is good. A significant strength of cultural development is in the fund raising activities such as the appeal for Kosovo and the support for international charities. Pupils take an active part in planning these successful events to raise money for those in need and they make a positive contribution to pupils' cultural development. School productions such as 'Charlie the Toymaker' and extra-curricular activities such as gymnastics club and tag rugby extend curriculum work. Visits to museums, local places of interest and sites further afield enhance the quality of pupils' learning. Cultural development is enhanced by visits from specialists such as an expert in African culture. Although little music was seen during the inspection, observation of video shows that music contributes well to pupils' cultural development. The contribution of dance is less well developed. The library is well stocked with books reflecting a multi-cultural society.

Support, guidance and pupils' welfare

37. The school continues to make good provision for the support, guidance and welfare of pupils. This enables pupils to feel safe and happy at school and to make good academic progress. The school's arrangements for dealing with behaviour issues is not as secure as other aspects of its care.
38. Children starting full-time education at the age of four settle into their class and the daily routines of the school very quickly. Parents are rightly very satisfied with this part of the school's work. Good consistent records are now kept on pupils' academic progress, especially in literacy and numeracy. Challenging targets are set and monitored, with the involvement of the pupils. Good support is provided by non-teaching staff for pupils with special educational needs. Circle-time is reasonably planned and effective in supporting and guiding pupils in their personal development, but the school has rightly identified the need to develop a policy and long-term plan for personal, social and health education by the end of the current school year. Appropriate steps are being taken to establish the formal recording of pupils' personal and social development.
39. Procedures for monitoring and promoting discipline are satisfactory overall. Pupils draw up their own class rules of acceptable behaviour and confirm that sanctions are applied fairly. There is a good system for celebrating good behaviour through assemblies, house points, stickers and entries in the Golden Book. The recording of behaviour incidents, including those leading to exclusion, is done well. The school has satisfactorily supported some pupils with fairly challenging behaviour. However, there are weaknesses in the school's general procedures for managing poor behaviour and bullying. Staff do not always respond quickly enough to minor incidents but can allow a pattern to develop before taking action. The discipline policy contains limited guidance on behaviour management strategies and does not make clear the school's position on physical restraint, as advised by the government circular 10/98. Parents were not consulted or informed when the policy was reviewed earlier this year. The guidance provided on bullying and harassment is unsatisfactory and not in line with current good practice. The school recognises that clearer guidelines need to be established and rightly plans to develop a separate bullying policy, with the involvement of the whole school community, including parents, by the end of this term.
40. The school has very effective procedures for monitoring and promoting good attendance. It is rigorous in insisting on written absence notes from parents and makes very clear its expectations on holidays during term-time.
41. Arrangements for child protection are good, with all the required features securely in place. Measures to ensure the welfare, health and safety of pupils are also good. For example, the school has taken the earliest opportunity to send the new school secretary on first aid training. Fire and electrical tests are now recorded regularly and an annual site survey takes place. The governing body is very appropriately seeking external funding to resolve the two outstanding health and safety issues from the last inspection: the lack of wash basins in the youngest class toilets and damaged external paths. Risks in these areas are minimised by the care and vigilance of staff and the caretaker.

Partnership with parents and the community

42. The school's partnership with its parents is satisfactory. Most parents support the school and this has a positive effect on their children's attainment and progress. However, the partnership has weakened since the last inspection when it had many good and effective features.
43. The quality of information provided for parents ranges from good to unsatisfactory and is

unsatisfactory overall. Many parents at the meeting and responding to the questionnaire express a significant level of dissatisfaction with communication from the school. Some problems have arisen because of staffing issues in the school office earlier this year, but most stem from the headteacher's failure to respond adequately to parents' concerns. For example, some parents have felt strongly for some time that there should be a formal opportunity in the autumn and spring terms to discuss their child's progress. The headteacher has discussed this issue with staff but had not yet communicated the outcome (or any dates) to parents by the beginning of the new school year. Many parents do not feel well informed about what their children are taught. Information sessions on the literacy and numeracy initiatives have been held but were poorly attended. The school has not devised alternative ways of informing parents about developments in the curriculum.

44. There are strengths in some written communications. The governors' annual report is attractive and informative and fully meets statutory requirements. Annual reports on pupils' progress are satisfactory with a good level of detail in English and mathematics, although some parents dislike the computer-generated statements. Letters are sent to parents on a number of appropriate topics but these do not cover everything that parents reasonably would like to know, such as the discontinuation of recorder lessons. A governor produced an impressive newsletter at the end of last term but the regular production of this is not yet embedded in school life. The school prospectus is unsatisfactory. It is not presented in a user-friendly way and omits important information such as the aims, ethos and values of the school, the parents' right to withdraw their child from religious education and collective worship and the school's rates of authorised absence.
45. The arrangements for homework and shared reading generally work well. A number of parents make a very effective contribution by helping in the school, for example, by running the library or introducing the oldest pupils to research skills on the Internet. There is a small but very active Parent-School Association which raises impressive sums of money towards school activities and resources. Some parents feel that the school could do more to use parents' skills to benefit the children. The school undertook an appropriate consultation process to develop a home-school agreement, as required, but did not involve parents in its review of the discipline policy earlier this year.
46. The school's links with the community make a sound contribution to pupils' attainment and personal development. The strong link with the church has an important impact on spiritual development and religious education. Older people in the village visit the school to talk about its history. Appropriate use is made of the local area, through visits and visitors and links with other schools, to enhance aspects of the curriculum. There are few links with local industry, business and employers. However, pupils did visit a new housing development last year to explore the topic of safety and recall it as a memorable experience.

49. **The management and efficiency of the school**

Leadership and management

47. The headteacher works in partnership with the governing body to provide sound leadership. All involved with the school share a commitment to high standards. This positive relationship has developed recently with many new members of the governing body. The school has made sound progress in moving the school forward since the last inspection, particularly in the improvement of standards and in the quality of teaching. An effective learning environment has been created within which there is equality of opportunity for all pupils. The school has been effective in

establishing its procedures for literacy and numeracy. All the key issues from the previous inspection have been addressed.

48. However, the partnership with parents has weakened since the last inspection and this is now a priority area for the school. The governing body, as yet, have no clear plans on how they will improve the partnership and consult parents more fully in the future. The school development plan gives a clear and purposeful vision for the school's development in most aspects of its work, but neglects to identify this issue. Also, the school does not fully consult all those involved in school life when drawing up the development plan. The discipline policy contains limited guidance on behaviour management strategies and the guidance provided on bullying and harassment is unsatisfactory and not in line with current good practice.
49. The school has developed an effective monitoring strategy, which offers good support to teaching and curriculum development and maximises the school's capacity for improvement. Challenging targets have been set and achieved for raising pupils' achievement. Curriculum co-ordinators have all observed lessons and discussed areas for improvement with teachers. Results of the national tests have been analysed well and weaknesses identified in action plans.
50. The management of pupils with special educational needs is sound. The policy complies with national guidelines (the Code of Practice) and is effectively monitored by the leadership and kept up to date. The management of the provision for those children who are under five is sound and good use is made of assessment for children when they first come into the school.
51. The ethos of the school is good in aspects relating to the commitment to high standards and most of the aims of the school are met. However, these aims are not publicly shared in the prospectus and the aim of developing 'tolerance, sensitivity and co-operation' is not yet clearly displayed in the ethos of the school. The governors fulfil most of their statutory duties, although there are some omissions in the prospectus. Appropriate committees have been set up. The governors visit and are supportive of the school. They have taken a clear role in financial strategic planning for the school. Reports on trends and strengths and weaknesses in the performance of the pupils in the National Curriculum tests are shared with them. The governors monitor standards well and play a key role in projecting the school in the local community. However, they have not yet got systems in place to ensure that they are effectively evaluating all aspects of the school's work, such as the outcomes of the discipline policy and the partnership with parents.

Staffing, accommodation and learning resources

52. The provision of staffing, accommodation and learning resources is good and has a positive impact on the educational standards achieved by pupils. Teaching staff are well qualified and experienced in delivering the Early Years Goals and National Curriculum to the age ranges in the school. There is a good number of skilled and experienced non-teaching staff, including a full-time nursery nurse, who work well with teachers to provide effective support in classrooms. The new appointment of an established member of non-teaching staff as part-time secretary has the potential of resolving some of the communication difficulties experienced in the school office in the past.
53. Arrangements for the professional development of staff are sound. All staff have appropriate opportunities to attend training courses which are linked to the needs of the school, such as the development of information and communication technology, and to national initiatives such as the Numeracy Strategy. The school has used staff training days well to address some of the issues raised at the last inspection such as assessment. However, training in special educational needs

and positive behaviour management has not had sufficient impact on the quality of teaching. There is limited time made available for teachers to share with colleagues the courses they have undertaken. Teacher appraisal is in line with requirements and there are appropriate plans to extend the scheme to non-teaching staff this school year.

54. The adequacy and quality of accommodation has improved since the last inspection and is now good. Classrooms are no longer cramped because the number of pupils on roll has fallen. The temporary classroom provides useful additional space for small group work and music tuition, as well as a very suitable base for the after-school club. The standard of maintenance, decoration and cleanliness continues to be good. One set of toilets has been successfully rebuilt and refurbished since the last inspection and the governing body has appropriate plans to improve the other set. However, the accommodation in the hall is inadequate for a class of thirty-two pupils involved in a gymnastics or dance lesson.
55. The school is well resourced, particularly in the core subjects of the curriculum. There are a very good number and range of fiction and non-fiction books in the classrooms and school library. This makes an important contribution to standards and progress in English. There is a good ratio of computers to pupils and the school has recently installed the Internet in the Key Stage 2 classroom. Resources are satisfactory but limited in outdoor play equipment for children under five, apparatus for physical education in the hall and computer software for music.

The efficiency of the school

56. The school manages its resources effectively. Expenditure is based on sound financial planning and is related to the school development plan. The system of allocating funding to co-ordinators and other staff is effective and closely related to the school development plan. The funding for pupils with special educational needs is used appropriately.
57. The school has a projected deficit for 1999-2000 of £23,549 due to a fall in numbers on roll. The school is fully aware of the situation and is working with the local authority researching how to resolve the situation. The finance committee has analysed the current situation thoroughly and has come up with realistic solutions.
58. Financial procedures and controls are in place and the recommendations made in the draft audit report in 1996 have been implemented. The headteacher and governing body regularly monitor financial reports. The school is due for another audit report and has requested it from the local authority. Day to day administrative arrangements are satisfactory. At the time of the inspection, the secretary had been in post for 5 days and was in the process of evaluating and refining the previous system.
59. Lessons start on time. Teachers and support staff are deployed effectively in the school and specialist knowledge of the music co-ordinator is used well throughout the school. The accommodation is used effectively, although the small hall restricts some activities in physical education. Resources for learning are used and deployed well to support the curriculum and pupils' learning. Standards in English and mathematics are well above average and show sustained improvement. Pupils make good progress overall. Relationships within the school are good. The teaching is good and sometimes very good in Key Stage 1. The school's provision for pupils' spiritual, moral, social and cultural education is satisfactory overall. Taking all these points into consideration the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

62. Areas of learning for children under five

60. Children under five follow a broad curriculum, which provides a good quality of education and an appropriate range of opportunities for them to make progress. The children follow a Key Stage 1 curriculum, which takes good account of the agreed learning outcomes for four-year olds. The children enter the Reception class the term after their fourth birthday with a range of abilities. Inspection evidence finds that, in general, their attainments are above average. By five years of age, children surpass the desirable outcomes in all areas of learning, except for physical development, where there are weaknesses. Children with special educational needs make good progress and build successful relationships with their peers. At the time of the inspection there were fifteen children who were under five.
61. Progress in personal and social development is good and pupils surpass the desirable learning outcomes by the age of five. From the time they enter school, children are encouraged to think independently and to behave sensibly. Most pupils work and play well alongside others. Behaviour is good. Children are keen to take part in all the activities offered, listen attentively to adults and respond to tasks with great curiosity and imagination. They learn how to share and take turns. The children are sensible and tidy away after lessons. They enjoy stories and join in discussions. Routines are well established and children clearly know what is expected of them. The teaching provided by the teacher and nursery nurse is good and provides a range of stimulating activities. These help the children to gain in competence by working on their own as well as with the teacher. The children work harmoniously in groups, as well as independently. They talk well about activities within the group. They persevere when they find work difficult and stay on task. They treat learning resources with care and respect.
62. By the time they are five, the children make good progress and most exceed the standards that are expected for children of this age in developing the skills of language and literacy. They talk about their work and experiences using a good vocabulary. They enter into class discussions well. They ask 'Farmer Jones' questions when they act out a story and talk about what is fair, many giving reasons for their answers. They express opinions readily such as 'I like pirates.' They show an active interest in reading and an enjoyment of books. They know a number of initial sounds and can write them down. They listen carefully to sounds at the beginning of words. Most children write their name. Many of them can write simple sentences by the age of five and know about capital letters and full stops. They write what they would say to a dragon and put it in a speech bubble. Spelling of basic words is often correct. The children show developing control in handwriting and progress into independent writers from early marks on paper. Teaching is good, well organised and managed. Teachers' expectations of the pupils' capabilities are high. There is a good understanding of the needs of young children and there are clear objectives to lessons. Effective use of questions encourage language development. Work is well planned and very well supported by the nursery nurse who shows a very good understanding of her role.
63. By the age of five the children exceed the desirable learning outcomes in the mathematical area of learning. They make good progress. They count to 20 and use appropriate language such as 'more, less and zero.' They write the numbers 1-20 on a number track. Higher attainers count to 59 and write to 15 without support. The children do addition and subtraction of numbers to ten. They know two and some three-dimensional shapes. They sort and thread objects by colour and repeat patterns. The youngest children make three sandcastles, paint three shapes and make three cakes. They investigate how many tubs of water can fill various containers. They use non-standard measures for measuring weight and length. Teaching is good. There are good

relationships and a motivating progression of activities is planned well, which encourage the development of a good range of skills. The teacher and nursery nurse give good demonstrations and challenge the children well. Resources, such as shapes, games, counting sticks and the computer are well used.

64. By the age of five, children exceed the desirable learning outcomes in their knowledge and understanding of the world. Progress is good. In science, they cut out pictures of body parts and put them together. They select materials, use scissors well and cut out and glue shapes of materials to make a collage. The children make good progress in their understanding of a plan. They make, and can follow with assistance, a simple route through their classroom. They use the language of the past. They observe growth in humans since birth. They listen to stories about Queen Victoria and the Great Fire and watch videos on journeys back in time with a grandfather. The children make very good progress using the computer. The children confidently play number and word games using the keyboard and mouse appropriately. They drag and drop pictures to dress a teddy. Teaching is good. Practical investigations and activities are planned well and enable the children to develop knowledge and understanding in technological learning.
65. Due to timetabling, no lessons were observed in play or physical education. The provision for the development of physical gross motor skills is unsatisfactory and there are no toys to develop this area. Resources are limited to small mats. There are no opportunities for children to climb and develop co-ordination skills. Progress in the development of fine motor skills is satisfactory. Children use pencils, crayons and paintbrushes. They mainly use scissors effectively. Hand eye co-ordination is well developed through matching shapes, decorating and sticking. They use their hands to press, mould and shape.
66. Creative aspects are well developed and progress is mainly good. There are appropriate opportunities for the children to present ideas through drawing, painting and music. No music was observed during the inspection week as the children had only been in school for five days. They do take part in action songs. The children are beginning to join in with the older pupils learning and singing hymns in assembly. Progress was noticed during the course of the inspection. The children make good progress in mixing and using paint. The children use paint confidently. They choose colours and paint their models and do prints and patterns. Teaching is mainly good. Teachers' planning indicates that children will experience the full range of creative development during the year. The children are well managed and there is a good use of time.
69. **English, mathematics and science**

English

67. The results of the National Curriculum assessments for 1998 show that by the end of Key Stage 1 standards of attainment in writing are well above the national average and in comparison with similar schools. In reading, the percentage of pupils who achieved Level 2 was well above average, but it was below average at Level 3. However, the cohort for that year was small. With a larger cohort in the recent 1999 tests, just under half of the pupils have attained the higher level. Inspection evidence finds that standards are high. There has been very good improvement since the last inspection, when standards were found to be average.
68. Pupils' progress is good at both key stages and sometimes very good. There is an effective programme for literacy throughout the school. The use of literacy is well developed in other subjects, for example science and geography. Pupils with special educational needs make sound progress.

69. Standards in speaking and listening are well above average at both key stages. Throughout the school the pupils make good progress. By the end of Key Stage 1, pupils talk about their interests and experiences. They generally listen with increased attention. They answer questions using a good vocabulary, give reasons for their answers and communicate ideas well. At the beginning of the academic year, some pupils in Years 1 and 2 are confident to read their work to the rest of the class. By the end of Year 4, many pupils speak in lengthy, well-spoken sentences. They make relevant contributions and ask their own searching questions to move a debate forward. They explain concisely and clearly why an author is effective in creating atmosphere and interest. Higher attaining pupils describe why they think the author chose the setting for the story. Pupils talk purposefully with each other and to adults. They speak with clarity and confidence.
70. By the time they leave the school, pupils' attainment in reading is well above average. Most pupils throughout the school make very good progress in reading skills. By the end of Key Stage 1, many pupils read competently and fluently with increasing accuracy and expression. They talk about why they like a book and know their favourite author. They show confidence reading to an adult. They read from a good variety of resources available, which generally match their interests and abilities. The highest attaining pupils use references from the text when responding to questions. By the end of Year 4, most pupils read fluently and accurately with appropriate expression and intonation. Good progress is made in reading from a range of texts including poetry and plays. They read and enjoy books by Roald Dahl and discuss characters and compare different personalities. They recognise humour and appreciate the different styles used for effect. They use information technology well to research information about animals and birds from the Internet. Pupils select their own reading material from the library. Pupils with special educational needs make sound progress.
71. Attainment in writing is well above average by the end of Key Stage 1 and by the end of Year 4. At Key Stage 1, most pupils make use of full stops and capital letters and most know speech marks. Pupils are beginning to develop an independent confident style. They write for a range of purposes. In Year 1, pupils write book reviews and use speech bubbles. In Year 2, they write poems, riddles and recipes. They arrange lists in alphabetical order. They write competent stories about their dreams. They find synonyms for happy, sad, big and small. They plan stories well. They begin to use a joined style of handwriting and work is generally well presented. By the end of Year 4, pupils use a broad and interesting vocabulary in their writing. They communicate very clearly and with expression. In Years 3 and 4, they identify differences between a story and a play. They do drafts of their writing and improve it in the final version. They write about a dilemma. They summarise texts. They use titles, chapters and bullets. They understand how to create a setting to a story and use their imagination well to create a magical idea to grab the reader's interest, such as 'the cats come out of the curtain.' They know about different genres in writing. Final presentation is generally good. They use literacy well across a range of subjects, such as writing about 'communications' in history. Good use is made of information technology for word processing.
72. At both key stages, pupils enjoy their work in English and their behaviour in lessons is generally sound. They have good attitudes to their work and good relationships with teachers and adult helpers. Pupils are well motivated and ask questions about their work. They are good at working independently and work purposefully in groups. They organise themselves well and get on with their work, but some pupils lose concentration because of other pupils' chatter.
73. The quality of teaching is good. Teachers motivate the pupils with challenging sessions, planned and delivered at a good pace. Further challenge is often given in the marking of pupils' work pinpointing what the pupil needs to do improve. Planning is good and the teachers have a suitable

knowledge of the National Literacy project. They use the literacy programme to address the acquisition of skills and ensure progress across year groups and key stages. They have a good knowledge and understanding of the subject. Very good use is made of questioning and teachers challenge pupils well in whole class discussion. Teachers inspire the pupils to use their imagination. However, group and individual work is not so challenging or so well structured. Teachers promote the use of a range of strategies for developing spelling, word recognition and grammar. They have high expectations of pupils' attainment. Teachers make sound use of homework to help the pupils to improve their skills in reading and spelling. Good use is made of learning support assistants to support pupils with special educational needs. There is no planned provision for drama within the curriculum, although some lessons take place in the Reception class. Assessment is good and records are well kept. This represents an improvement since the last inspection. Lesson evaluations take place and are used to inform the future planning of work. There is an assessment portfolio with moderated samples of pupils' work.

74. The subject is well co-ordinated and there is effective monitoring of teaching and learning across the school. Teachers have observed each other's lessons and identified areas for improvement. Monitoring of pupils' progress is good and challenging targets are set and achieved. Resources are good. There is a well-stocked library that is centrally positioned in the school, and pupils use it to good effect. Good use is made of visiting authors to support and extend the learning experiences offered to pupils. The subject makes a good contribution to pupils' spiritual and cultural development.

Mathematics

75. In the 1998 National Curriculum assessments at the end of Key Stage 1, attainment was well above the national average in comparison with all schools and well above average compared with similar schools. Analysis of 1996-1998 data shows that the school is maintaining high standards. Inspection evidence supports this picture. The school is effectively implementing the National Numeracy Strategy. Progress is good in all attainment targets. Pupils with special educational needs make good progress. There is no significant difference between the attainment of the boys and girls. The use of numeracy is good in subjects such as information technology and science. There has been substantial improvement since the last inspection when standards were average and weaknesses were identified at Key Stage 1.
76. By the end of Key Stage 1, pupils understand the language of number, such as 'zero' and 'consecutive,' and respond to questions. By the time they leave the school, pupils are developing the ability to use different mathematical approaches and overcome difficulties. They use mathematical language to explain their answers and talk about the strategies they use. They work well independently, often checking their answers and explaining their reasoning.
77. Standards in number are well above average. By the end of Key Stage 1, pupils do calculations to 200 and recognise numbers to 1000. They know tables involving 2, 5 and 10. They have a good understanding of place value and use addition, subtraction and multiplication. They can calculate with money, giving change. Pupils recognise patterns in a series of numbers. The higher attaining pupils do simple division and understand negative numbers. By the end of Year 4, standards remain high. Many pupils do addition, subtraction, multiplication and division problems accurately to 1,000. They have a sound knowledge of tables to 11 and a good understanding of fractions.
78. In shape, space and measuring at Key Stage 1, many pupils have a secure knowledge of three-dimensional shapes, such as cuboids, pyramids and spheres. Standards and the progress of pupils are good. Pupils investigate flat and curved faces and do simple symmetry. They use non-

standard measures such as centimetre and kilogram. They construct block graphs on the number of pets they have. By the end of Year 4, pupils continue to progress well. They understand symmetry and angles. They measure in decimetres and understand vertices. Data handling is well developed and has good links with other subject areas. This shows good improvement since the last inspection where the pupils' experience was insufficient. Pupils do tally charts on their favourite ice creams and use their knowledge to do temperature charts in science. Pupils interrogate data after constructing pie charts on the computer on the type of accommodation people live in and block graphs on whether people prefer an active or lazy holiday.

79. Pupils' attitudes are mainly good. Most are well motivated and show an interest in their work. They respond well to challenging mental arithmetic sessions in all classes. Pupils concentrate appropriately and most keep working through the lesson. Most classrooms are busy and pupils are keen to get on with their work. Behaviour is good.
80. Teaching is good. An appropriate amount of time is spent on the teaching of numeracy. Teachers have a good understanding of the curriculum. Planning identifies learning objectives. Teachers recognise the need for teaching number systems and include a variety of activities and vocabulary. There is some good use of questioning to challenge the pupils. They know how to draw together ideas at the end of the lesson. Timed targets are used in some lessons. Teachers involve pupils well in discussions about how they arrived at their answers and in challenging their thinking. There are high expectations of what the pupils can achieve and the pace is challenging. However, there are occasions when teachers do not involve lower attaining pupils sufficiently in the lesson and do not value their contribution. Good use is made of optional test materials. Marking is used to show pupils what they need to do to improve and homework is used effectively. Assessment and recording are good. There are assessment folders for each pupil, which the school has recently introduced. Teaching has improved since the last inspection.
81. Co-ordination is good. There is a policy and scheme of work, which is based on the National Numeracy Project. The co-ordinator has a good understanding of her role. There are effective systems for monitoring teaching and learning and improving standards. There is a moderated portfolio of work and the co-ordinator observes lessons and discusses improvements with teachers. Areas of weakness in money and measures from the national tests have been identified in an audit and targets set. Resources are good and well used.

Science

82. In the 1998 National Curriculum teacher assessments at the end of Key Stage 1, attainment was above the national average and in comparison to the standards achieved in other similar schools. The percentage of pupils attaining the higher Level 3 was above average. Analysis of 1997 data and provisional results for 1999 indicate that the school has improved standards. A key feature is the particular strength in experimental and investigative science. Progress is good throughout the school including pupils with special educational needs. The pupils' above average language and numeracy skills contribute significantly to the standards attained. Inspection evidence supports the picture of above average attainment across all aspects except life and living processes. Pupils' attainment by the end of Key Stage 1 is above the standard expected nationally, reflecting results in 1998.
83. By the end of Key Stage 1, pupils have a good scientific vocabulary and communicate their findings clearly in simple charts and drawings, use equipment and make suggestions using careful descriptions of what they see. For example, they complete worksheets correctly to show their understanding of materials and their properties. They identify materials such as brick, wood, paper, rubber, concrete, glass and stone. They place them into different categories and they write

about the different properties of the materials. They sort different rocks into hard and soft texture. For example, they identify granite and marble as hard rocks and chalk and sandstone as soft rocks. They test the stones by scraping them with a 2p coin and a nail. They describe and record their findings. Higher attaining pupils identify that granite and marble are much harder than chalk and sandstone. They make accurate predictions and carry out investigations. They test the hardness of stones and predict which glass frame is the strongest. They investigate the hardness by dropping a stone onto the glass and recording their findings. Good use is made of language such as molten and ingredients being used. Most pupils have a good understanding of the needs of plants, for example sunlight and water. They know some plants are a source of food. Pupils have a good understanding of features of the human body and can accurately label diagrams of the body. They talk competently about the skeletal frame identifying the rib cage, pelvis, skull and spine. Pupils know and can describe what body organs the skeleton protects. Evidence of good progress was seen during the inspection week when pupils talked about the spine being responsible for keeping the top part of the body straight.

84. Attainment is above average in Years 3 and 4 and good progress is maintained throughout the school. There is a clear progression in the quality of experimental and investigative work. Pupils develop their ability to predict the outcome of an investigation. For example, they predict the best materials to keep things hot from a selection including tin, polystyrene, plastic and paper. They observe and record temperatures clearly. Pupils demonstrate good scientific methods referring back to their original prediction when they write about their findings. Pupils record their investigations independently and give reasons for their conclusions. For example, they conclude that lots of thin materials provide good thermal insulation because they trap air, which is a poor conductor of heat. Year 3 pupils use good scientific language in their written work. They use words such as thermal and insulators. In Year 4, pupils clearly identify similarities in groups of animals, such as mammals, fish, insects and birds.
85. Pupils enjoy science and are motivated by the activities planned for them. At both key stages, pupils co-operate well and share resources sensibly. They work enthusiastically individually, with a partner or in small groups. Older pupils show excitement when they learn to research information on the Internet. They locate information that will extend their work in the classroom. Most pupils are attentive and eager to answer questions and present written work with care. Behaviour is satisfactory with instances of inattentive behaviour in all classes.
86. The quality of the teaching is good. Teachers' subject knowledge and understanding are generally secure, enabling them to ask open-ended questions of the pupils. Lessons are planned thoroughly and well organised. A strength of the teaching is the good links that are made with literacy and the good range of scientific vocabulary explored. The ability to extend pupils is also a strength. The work given is challenging. In most classes, pupils record their work on simple worksheets and by written work. Where teaching is less successful, teachers do not always provide tasks appropriate for the lower attaining pupils. Assessment is satisfactory. Teachers make good use of information technology to develop pupils' research and recording skills.
87. The school has improved its provision since the last inspection and the standard attained by all pupils throughout the school. The co-ordinator is enthusiastic. The science curriculum is planned effectively to include a good balance between the attainment targets. The policy is due for review in November 1999. Resources are adequate and use effectively.

Other subjects or courses

90. **Information technology**

88. By the end of Key Stage 1, pupils' attainment is typical for seven-year olds. By the time they leave the school their attainment is above what is normally expected and the pupils' progress is good. Because of the timing of the inspection at the start of a new school year, the evidence was limited. Also, the pupils in Key Stage 2 were getting familiar with the operating system for the school's new PCs. However, teachers' planning and pupils' work were scrutinised and discussions held with pupils. Two whole class lessons were observed. Standards represent some improvement to the findings of the last inspection.
89. By the end of Key Stage 1, pupils confidently use the keyboard and the mouse to give commands and type text. They follow instructions on the screen and type in sentences. They enter words in a word processor using a large font size. They write a poem in their best handwriting and compare it to one written on the computer. They know how to use the mouse, the return and delete key and print their work. They are confident at turning on the computers and booting up every morning. They draw pictures using a painting programme to select, edit and fill in colour. However, there is no provision for data handling and this is a weakness.
90. By the end of Year 4, most pupils independently use information technology. Pupils make cards from repeating patterns, compose posters for sports day and write stories. They work in a range of curriculum areas choosing appropriate fonts and styles. They use a modelling program, construct shapes, enter commands using Superlogo and control a screen turtle. They compose a holiday questionnaire, thinking of appropriate questions, and then construct pie, block and line graphs with the information they uncover. They use CD-ROM for research and recently have begun to use the Internet. They search for information on animals and birds and find out about their town and a contrasting locality. They are developing a good technical vocabulary. However, they are not familiar with importing graphics and photographs and using them to illustrate their work. Pupils with special educational needs make good use of the computer to help them with their work in literacy.
91. When pupils use the computers, they work well in pairs or independently. They show care for equipment and help each other. They are interested in their work and keen to learn. Pupils display confidence and purpose in their use of the computer. They persevere well when learning new skills. They take pride in work, which is completed well, and talk confidently about what they have done. The pupils' behaviour is good.
92. Teaching is good. Teachers have a clear understanding of the programmes of study and high expectations. They display appropriate knowledge but some accept that more training is needed. They plan good learning experiences into the curriculum. New skills are specifically identified and there is good use of correct terminology. There is a portfolio of work. Records are kept of the time that pupils spend on the computers. Very good use is made of a parent with specialist skills, who supports Years 3 and 4 on the Internet.
93. There is a policy and the school uses the national and local guidelines. Resources are adequate, although there is no control program that includes sensing or opportunity for multi-media work. Software for music is limited. The subject is developing well across the curriculum, particularly in literacy. The school has recently gone on line, which will further develop and enhance the curriculum provision.

Art

94. Standards are above what you would expect to see nationally and pupils make good progress. Pupils experience a wide range of media and develop their skills of drawing, painting, textiles and modelling. Standards have improved since the last inspection where they were found to be mainly

sound with instances of high attainment.

95. In the early part of Key Stage 1, pupils can identify colours and confidently mix paints using the correct technique. They produce line drawings and self-portraits showing good attention to detail and expression in the features portrayed. They use line and tone to create shapes and patterns in response to a set theme. Pupils demonstrate confidence and control. For example, they use the end and the sides of the charcoal and chinks to create interweaving patterns. Pupils' observation and appreciation skills are well developed. They progressively develop complex patterns from a simple original idea. They evaluate their own work and give reasons for preferences.
96. Progress is evident in the control and development of colour mixing. Year 4 pupils use the correct technique to mix colours for a background wash for their painting. They show a good level of control mixing a primary colour to white and gradually deepening the shade to produce a spiral of swirls. The work is very well done and high attaining pupils show no joins in their colours. Appreciation of professional artists' work is well developed and pupils contrast and compare their work to artists such as Van Gogh and Henri Rousseau. Year 4 pupils use a wide range of techniques such as oil based batik. 3-D work is good. Visiting artists have a good impact on pupils' work. Pupils produce attractive African masks showing a range of techniques.
97. Pupils are enthusiastic about their work and concentrate well overall. Behaviour is generally satisfactory. However, a small minority of pupils display inappropriate behaviour at the start of lessons. This inability to listen to instructions dissipates as the lesson progresses and pupils become absorbed in the task. Pupils show sustained concentration and clearly enjoy art activities. Pupils handle materials sensibly and are responsible clearing up at the end of lessons.
98. The quality of teaching is good and sometimes very good. A significant strength of teaching is the good subject knowledge and high expectations of pupils' work. Lessons are well planned with clear aims and objectives and necessary resources are readily available. There is a clear structure in the progressive development of artistic skills and techniques and this has a positive impact on standards. A strength of teaching is the clear explanations and challenge for pupils to produce work of a good quality. The ability to re-cap on previous work and check pupils' understanding is also a strength.
99. Resources are adequate and are easily accessible for all staff. At the time of inspection, display was satisfactory. However, scrutiny of photographic evidence showed that once the academic year is progressing, display within the school is good. The co-ordinator is enthusiastic and this has a positive impact on standards. There is a sound policy and detailed schemes of work, which provide a clear framework for teachers and ensure progressive development of skills and wide experience.

102. **Design and technology**

100. Only one lesson was observed during the inspection in Year 3 and 4. From this evidence, the scrutiny of planning, discussion with staff and pupils and the observation of displays and photographic evidence attainment is in line with the standards expected for their ages, and progress is satisfactory. There are no significant strengths. No making was observed at Key Stage 1 and 2 during the inspection. Pupils, including those with special educational needs, are making satisfactory progress in lessons and over time.
101. During Key Stage 1, pupils develop appropriate knowledge of materials and construction kits. They create plans and drawings, use re-cycled material and carry out simple sewing. They use a basic running and cross-stitch. Pupils have opportunities to work with a range of materials and

develop cutting and joining skills. In Reception, pupils cut, glue and join simple materials. In Year 2, pupils experience 3D modelling. They design and make a playground using a range of materials including wood, paper and plastic. Over the key stage, however, work with resistant materials is under-developed. Food technology is well linked to science, and pupils write about and describe the method and results when making cakes.

102. At Key Stage 2, pupils investigate the purpose of packaging and identify how materials are used commercially. Pupils demonstrate a sound understanding of the effectiveness of different types of packaging. They evaluate effectiveness of the packaging for the purpose and discuss their findings using a good range of appropriate vocabulary. They record their findings carefully. The process of designing and making is well established. Year 4 produce well considered plans to make a purse belt. They measure, mark, cut and join materials effectively using a range of techniques. They show satisfactory progress from Key Stage 1 in the designing and making process. For example, they join material for their purse belt using sewing and stitching. Opportunities to extend language are good. Pupils in Year 3 and 4 create effective plans showing their individual design for a purse belt. They use simple running stitches and glue to join the material together. No food technology was observed during the course of the inspection but teachers' plans indicate that it is taught.
103. Throughout the school, pupils demonstrate good attitudes to learning and their behaviour is generally good. A small minority of pupils display occasional lack of interest and are not always fully motivated by the task. Pupils work well with a partner investigating packages.
104. Teaching is good and teachers have sound subject knowledge. A strength of teaching is the effective use of questioning to extend pupils' thinking and knowledge and to develop their ability to evaluate as the lesson proceeds. In the good lessons, teachers have high expectations, a brisk pace and genuine enthusiasm. Design and technology is well linked to science. The pace and organisation of lessons is good. Teachers give clear precise instructions and appropriate vocabulary is used to aid technical understanding. Lessons are very well planned, although introductory sessions can be too long and result in some pupils losing concentration.
105. Standards have been maintained since the last inspection. Planning for evaluation of the product and process is now more focused. There is a sound policy, which is due for renewal in April 2000. The school is using a published scheme of work that covers all programmes of study and planning covers all aspects of the programmes of study. Resources are adequate and stored centrally.

Geography and history

106. Only a small number of lessons were seen in geography during the inspection and no lessons were observed in history. From this evidence, teachers' planning, discussions with pupils and the scrutiny of their work, pupils' attainment is above what you would expect to see for pupils of these ages and progress is good. The issues raised in the last report, which included lack of appropriate challenge has been fully addressed by the school.
107. In geography, by the end of Key Stage 1, pupils develop good geographical skills and develop a sound understanding of following maps and plans. For example, Year 1 pupils colour a plan of the school using a colour code for different areas. Progress is evident from the early years to Year 2 pupils. They make an accurate plan of their classroom identifying all the features within the classroom and all the main features outside of the classroom. Pupils draw their own route to school, writing about the position of buildings such as shops and roads. Higher attaining pupils write about looking down at areas and identifying the location of features. Pupils identify

different homes and habitats. They identify the position of the Canadian village, Wakefield, and mark their route on a map to the picnic site for their Canadian canoe trip.

108. In Year 4, pupils have a good understanding of contrasting locations. They write about the dry winter weather in their hometown of Bedford and contrast it with the wetter conditions in Tenby. Higher attaining pupils explain the meaning of the word Tenby and explain clearly why Bedford's weather is drier than that experienced in Tenby. Pupils competently use maps and atlases to locate regions and they identify local towns and main road systems for both regions. They plan a motorway route from Bedford to Tenby. They use the Internet to research information about both locations.
109. In history at Key Stage 1, pupils use vocabulary of the past and can distinguish the past from the present. They find out about early shelters. They compare old and new irons and washing machines and find out what bath time was like 100 years ago. At Key Stage 2, they find out about the first farmers in the Middle East. They write about evacuation in World War 2 and study aspects from that time to present day, such as the swinging sixties and influential people like Martin Luther King. They study Victorian schooling and are introduced to the story of the Titanic and Amelia Earhart.
110. Pupils' progress overall is good with pupils consolidating and developing their knowledge and understanding of the subjects as they proceed through the school. Their ability to discuss and set down their ideas is good.
111. Pupils' attitudes towards both subjects are good. They are well behaved in lessons and willing to share ideas and contribute to the discussion. They share resources well and in most lessons remain on task and listen attentively to their teacher. They produce work of a good quality and are keen to do their best and try hard to please their teacher.
112. Teaching in geography is good at both key stages. Planning is very good and makes good use of resources. Pupils are challenged in their thinking and in the work they produce. Questioning is used to good effect to assess pupils' work and to check pupils' understanding and knowledge. Relationships with pupils are good. However, contributions from the lower attaining pupils are not always valued. Teachers mark work regularly and use the opportunity to comment on the work done. Teachers manage their classes effectively, ensuring pupils remain on task. No teaching was observed in history.
113. The subjects are well managed. There are schemes of work and the co-ordinators have done some monitoring of work. Teachers use their own method of assessing pupils' work. There is no system that is common to the whole school.

Music

114. Due to the timetable, only one lesson was seen in Year 1 and 2 during the inspection. Singing was observed every day during assembly and hymn practice. Pupils make satisfactory progress in music, but good progress in singing. Judgements are based on evidence from a scrutiny of teacher's planning, viewing a video of pupils' performance and discussion with pupils and teachers. Music makes a good contribution to pupils' spiritual, moral, social and cultural development. Since the last inspection, standards and the progress of pupils have improved and there is a member of staff with good knowledge of the subject.
115. By the end of Key Stage 1, pupils learn new songs and sing from memory such as 'Dem bones'. Pupils are developing an awareness of the difference between a pulse and rhythm. They clap the

pulse of the music competently. Pupils clap with confidence and successfully follow a simple given rhythm. They are developing good body posture when singing and are beginning to breathe appropriately.

116. Pupils in Year 4 write about elements of music such as pitch, duration, dynamics, texture, tempo, timbre, structure and repetition. Pupils' response to music is well developed. After listening to music they write about the mood of the music and how it makes them feel. Links with language are good and pupils identify and record sound words such as 'Bang, sizzle, splash and buzz'. They appreciate and write about music, such as 'In the Hall of the Mountain King' by Peer Gynt.
117. The quality of singing is good. Each day of the inspection the quality of the singing improved. Singing is tuneful, the tempo appropriate and the dynamics good. Pupils have a good sense of rhythm and this was observed in both the singing and the clapping that accompanied some of the songs and hymns.
118. Pupils enjoy their music lessons and show enthusiasm for the subject. They respond well to the provision and work well alongside others. Pupils are confident and eager to perform. They take care of equipment and resources. Year 1 and 2 clearly enjoy singing the 'Ronnie Robot' song.
119. The quality of teaching is good. The strength of the teaching is the teacher's good subject knowledge and attention to the correct body posture and breathing to produce the best sound possible. The co-ordinator teaches all music throughout the school. A comprehensive scheme sets out skills, processes and knowledge relating to key learning objectives. Lessons are well planned and organised. A significant strength is the good use made of questions to assess pupils' understanding and skill development and the good pace that is maintained throughout the lesson. The teacher's obvious enthusiasm for the subject is communicated to the pupils and has a positive impact on progress.
120. Pupils have opportunities to extend their learning by attending the choir and recorder club. Music tuition is available for pupils in violin. The subject co-ordinator provides good leadership and is a very good role model, accompanying the singing with good quality piano playing and singing in a lovely voice.

Physical education

121. During the inspection, only two lessons were observed, a games lesson in Key Stage 1 and a gymnastics lesson in Key Stage 2. From this evidence, teachers' records, planning and discussion with pupils, attainment is average for the standard expected for their age and progress is satisfactory. No lessons were observed in dance or the early years. The scheme of work indicates that the core areas of activity games, gymnastics and dance are all covered, swimming and athletic activities take place in the summer term. There is no outdoor and adventurous activity. Progress in lessons varies from satisfactory to very good. The scheme of work identifies appropriate progress across year groups and throughout the school.
122. By the end of Key Stage 1, pupils' spatial awareness is well developed and they use the space well travelling around the hall sensibly. Pupils know that they need to use ears and eyes as they travel around the room avoiding others. Resilience is well developed, pupils jump into, out of and around hoops demonstrating appropriate control and body tension. Hand-eye co-ordination is well developed, pupils throw and catch a ball and beanbag with confidence and control. They know and describe the necessity to watch the ball in order to catch it successfully. Aiming skills are good and high attaining pupils successfully throw the beanbag into a bucket from a distance of approximately three metres. Travelling with a small ball is well developed. Pupils steer a small

ball carefully around a pre-determined route. Pupils have an appropriate understanding of the effects of physical activity on the body and are able to describe them.

123. Pupils in Year 4 combine travel with balance and demonstrate balance using a range of body parts in contact with the floor. Body awareness is good; pupils know how many parts of the body are in contact with the floor. Higher attaining pupils demonstrate good extension in a balanced position. Pupils develop an individual sequence fulfilling the requirements of the task set. Their ability to combine movements is average and the quality of balance is satisfactory overall. Pupils produce a short sequence with a partner combining travel with balance. Pupils' ability to plan, perform and evaluate their work is average. All pupils experience swimming and make satisfactory progress swimming on their fronts, backs and developing water skills and confidence. They demonstrate progress in their knowledge of the effect of exercise on the body and talk about the effect on the heart and lungs. Pupils in Year 4 had very little recall of dances experienced.
124. Pupils are generally interested in lessons, and where the teaching challenges them, as in Class 2, pupils respond with enthusiasm, working well individually, with a partner and in small groups. Pupils take care with resources. When there are too many pupils in the small hall, for example thirty-two Key Stage 2 pupils, listening skills deteriorate and some pupils lose concentration.
125. Teaching is satisfactory at Key Stage 2 and very good at Key Stage 1. Teachers have secure subject knowledge and they follow the schemes of work. A strength is the questions teachers use to check pupils' understanding. Good pace and challenging tasks ensure pupils remain focused on the task. Since the last inspection, teaching now shows good focus on development and improvement of movement and expectations are more challenging. The single lesson of physical education per week, however, is insufficient for pupils to engage regularly in activities that develop cardiovascular health, flexibility, muscular strength and endurance. For example, in a Key Stage 2 lesson, time was not managed well and pupils took twenty minutes to change for the lesson leaving pupils very little activity time during the lesson. Pupils spent too much time sitting listening to the teacher and insufficient time developing physical skills and engaging in activity. In the most successful lessons, pupils maintain a good level of activity throughout the lesson
126. Accommodation in the hall is inadequate for a class of thirty-two pupils involved in a gymnastics or dance lesson. Since the last inspection, the school has not built in any organisational strategies to cope with large class sizes. Pupils have insufficient space to run, jump, travel on hands and feet and extend into the space safely. When pupils stand in a space they have approximately one metre of room to work in. This has a detrimental effect on the range and quality of gymnastic work. Pupils have difficulty using the cramped conditions and collisions with other pupils are inevitable.
127. Resources for physical education are adequate. However, resources for the under fives are unsatisfactory. There is no outdoor play equipment to develop physical competence and gymnastic resources are limited. The extra-curricular provision makes a satisfactory contribution to extending the curriculum and to pupils' personal and social development. Pupils experience tag rugby and gymnastics after school. There is a satisfactory policy for physical education that is due for review in January 2000. The school has maintained standards in physical education since the last inspection.

PART C: INSPECTION DATA

130. Summary of inspection evidence

128. A team of three inspectors carried out the inspection over a period of four days. Twenty-eight lessons or parts of lessons were observed during twenty-two hours of direct classroom observation. In addition inspectors also examined a representative sample of pupils' work from each year group. These samples included work produced by high, average and low attaining pupils. The inspectors listened to the reading of a representative sample of pupils. The attendance registers, records kept on pupils, and teachers' planning files were scrutinised. The register and individual education plans for pupils with special educational needs were scrutinised. The school development plan and other documents were analysed. The inspectors attended registration sessions and assemblies. Meetings were held with teachers, other staff, governors and parents. There were planned discussions with pupils to discuss their work. Before the inspection, a questionnaire was sent to all families and a meeting was held with parents. There were 23 responses to the questionnaire, representing the views of about a third of the parents, and 15 parents attended the meeting.

131. 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 - Y4	73	0	4	9

TEACHERS AND CLASSES

Qualified teachers (YR - Y4)

Total number of qualified teachers (full-time equivalent)	4
Number of pupils per qualified teacher	18

Education support staff (YR - Y4)

Total number of education support staff	3
Total aggregate hours worked each week	55

[Primary and nursery school]

Average class size:	24
---------------------	----

FINANCIAL DATA

Financial year	1998/99
Unit of account	£
Total income	195,439
Total expenditure	194,208
Expenditure per pupils	1,981
Balance brought forward from previous year	4,384

Balance carried forward to next year	5,615
--------------------------------------	-------

PARENTAL SURVEY

Number of questionnaires sent out:

85

Number of questionnaires returned:

23

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	26	39	17	17	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	48	30	0	9	13
The school handles complaints from parents well	17	26	26	17	9
The school gives me a clear understanding of what is taught	13	35	26	22	4
The school keeps me well informed about my child(ren)'s progress	17	43	9	26	4
The school enables my child(ren) to achieve a good standard of work	43	39	13	4	0
The school encourages children to get involved in more than just their daily lessons	35	35	17	13	0
I am satisfied with the work that my child(ren) is/are expected to do at home	39	45	9	4	0
The school's values and attitudes have a positive effect on my child(ren)	39	43	9	9	0
The school achieves high standards of good behaviour	22	52	22	4	0
My child(ren) like(s) school	65	22	4	9	0