

INSPECTION REPORT

BASTON CE PRIMARY SCHOOL

Baston, Peterborough

LEA area: Lincolnshire

Unique reference number: 120514

Headteacher: Miss D Yegliss

Reporting inspector: Mrs. M. Hulme
OIN: 3609

Dates of inspection: 13th – 14th March 2000

Inspection number: 188534

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	103A Main Street Baston Peterborough
Postcode:	PE6 9PB
Telephone number:	01778 560430
Fax number:	N/A
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs A. Peart
Date of previous inspection:	5 th February 1996

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Results in National Curriculum tests for pupils in their final year are very high

Overall, the teaching is very good which is a considerable improvement since the last inspection and staff strive to improve further;

The pupils behave very well and get on with one another, their teachers and other adults.

The pupils have very good attitudes towards learning that makes a powerful impact on the progress that they make

Parents support the school very well and are satisfied with the education it provides.

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- Better use needs to be made of new technology so that pupils have better access to a greater range of facilities for research and personal study
- Those aspects of leadership and management that have awaited development until the return of the headteacher now need to be moved on rapidly to bring this aspect of the school back to the very effective level it was previously;

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated on the edge of Baston Fen in the pleasant surroundings of rural Lincolnshire. It is a Church of England Controlled Primary School for children aged four to eleven years. There are 123 pupils on roll of whom 19 are under five in the reception class. The pupils are taught in five classes by eight teachers of whom one is the headteacher and three are part-time. All classes except the reception class have two age groups and one class has both key stages. A fire resulted in the present building with four classes being opened in 1993. A fifth class was added in 1998, in temporary accommodation that is close but not attached to the main school. The school may admit up to 21 children each year. The village has changed from a predominantly farming community to a thriving commuter, new housing area; resulting in higher school numbers. The school serves the immediate village of Baston and also takes children from the surrounding hamlets of Greatford, Braceborough and Wilsthorpe. Just a few children come from more distant villages. Almost all pupils are white and there are no children for whom English is an additional language. No pupils known to be eligible for free meals. There are 13 pupils on the special needs register (10.7%) which is below the national average. The register includes two pupils who have statements of educational need. The school has no refugees or Travellers. When children enter the school their attainment is broadly average, although there is a significant minority of talented children.

HOW GOOD THE SCHOOL IS

Although this school is going through a period of change and has experienced some dramatic disruption with the long absence of the headteacher through illness and changes of staff, it has remained a good school, maintaining its high standards, improving its teaching and providing a stimulating and effective environment where children enjoy their learning and make good efforts to do their best. The good quality of education, high standards and effective use of resources achieved at average or low costs results in the school providing good value for money.

What the school does well

- Results in National Curriculum tests for pupils in their final year are very high;
- Overall, the teaching is very good, which is a considerable improvement since the last inspection, and staff strive to improve still further;
- The pupils behave very well and get on with one another, their teachers and other adults;
- The pupils have very good attitudes towards learning, which makes a powerful impact on the progress that they make;
- Parents support the school very well and are satisfied with the education it provides.

What could be improved

- Better use needs to be made of new technology so that pupils have better access to a greater range of facilities for research and personal study
- Those aspects of leadership and management that have awaited development until the return of the headteacher now need to be moved on rapidly to bring this aspect of the school back to the very effective level it was previously.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1996. The developments made since the last inspection have been sufficient to maintain the high standards achieved by the pupils. The headteacher has been on long-term sick leave owing to back surgery and certain developments have been put on hold until her return. A monitoring policy has been established with training for the headteacher and a system of observing the teaching of literacy, numeracy and science. Designated time is set aside for staff meetings, which are minuted. Time is planned for scrutinising pupils' written work as a way of monitoring progress. The quality of teaching has improved considerably. Some monitoring of teaching and learning has begun but this has not progressed as far as it might have done. The roles of curriculum co-ordinators have been established and training provided to support the role. However, owing to the staff changes not all subjects yet have co-ordinators and the delegation of management tasks is to be reviewed in the light of new staff joining the school very soon. The governing body is becoming more pro-active in the compilation of the school development plan but this is still developing. The development plan is now a better document, clearly showing areas for improvement that are identified and costed. Physical education now includes orienteering as well as games for Key Stage 2 and meets National Curriculum requirements. Advice and help on aspects that threatened health and safety has resulted in an improved outdoor area since the present school was built. The school is well placed to continue to improve and has correctly identified the areas for further development.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A*	A	A*	A	well above average A above average B
mathematics	A	A	A	A	average C below average D
science	A	A	A	A	well below average E

The findings of the inspection confirm the National Curriculum test results for 1999 in that they judge standards to be well above average for the core subjects of English, mathematics and science. English results were very high in comparison with all schools. This put the school in the highest five per cent nationally. The performance of talented pupils was very encouraging, with results showing a high percentage of pupils reaching the higher levels. The school has appropriate targets for each year group. The effective marking of work enables more specific targets for individuals. Pupils make good progress whatever their stage of learning. This includes the slower learners, who receive additional support from staff who have the expertise to hold their interest and maintain their concentration. The staff changes which this school has been experiencing could have adversely affected the standards pupils achieve but it is a measure of the good teamwork and effective teacher efforts that has kept them on course. A good foundation begins in the reception year and this is built on so that by Year 2 standards in mathematics are well above average and standards in reading and writing are at least average, with a good proportion of pupils doing better. This is built on further, resulting in the very high

standards reached in the pupils' final year. The strategy to use specific teacher expertise in other classes is having a very positive effect on standards in such subjects as science. Although standards in information technology are sound, the lack of access to the new technology hampers the progress that pupils can make, particularly in the older classes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Enthusiastic pupils are keen to succeed and work diligently.
Behaviour, in and out of classrooms	Very good, at times exemplary. Pupils are courteous and show respect for adults. The very good behaviour results in pupils working well in class.
Personal development and relationships	Relationships are excellent at all levels. Pupils show very good co-operation, take care of equipment and willingly take responsibility for a variety of tasks.
Attendance	Good. No pupils need to be excluded and most try to arrive punctually. Unauthorised absence is well below the national average.

The excellent relationships established between teachers and pupils have resulted in children having particularly good attitudes to their work. This strength lays the foundation for good learning. Pupils are eager to come to school. The very good behaviour is a key factor in the sustained work and very good efforts made by all children that is resulting in high standards.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Very good

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

All teaching in the lessons seen was good or better. Over 50 per cent was very good and one lesson was excellent. Overall, teaching was good at the reception stage and in Years 1 and 2, and in almost a third of lessons it was very good. At Key Stage 2 it was mainly very good. This is a big improvement on the previous inspection, when 16 per cent of teaching was unsatisfactory, much of it was at a satisfactory level and that of reception and Years 1 and 2 was judged to be better than that of other classes.

The teaching has many strengths and very few weaknesses. Particular strengths include good subject knowledge, very good teaching of basic skills, effective planning that has clearly identified objectives for learning, good use of ongoing assessment, effective use of marking with comments which identify strengths and weaknesses, good use of homework, very good pace to lessons very good management and discipline, excellent relationships and effective use of support staff. Weaknesses lie in not using new technology, because of a lack of adequate resources, and lack of expertise in some areas on the part of some teachers.

The quality of teaching in English is good at Years 1 and 2 and very good at Key Stage 2. Overall, it is very good in mathematics, particularly at Key Stage 2. The skills of literacy and numeracy are taught well, as teachers and support staff have the technical expertise they need

so that children can understand how to use letter sounds to read unfamiliar words and which symbols in numeracy help pupils to record what they have learned. Teachers ensure that the needs of all children are met and provision for this is good. Care is taken to plan work that is appropriate for each stage of learning and where it is shown that some pupils will benefit from being taught in a smaller group that is withdrawn from the main class, then this is planned by the class teacher.

This good teaching has a positive effect on children's learning. This shows itself in their very good efforts as they understand tasks, the good acquisition of skills and knowledge, the consistently good intellectual efforts to complete their work, their very good concentration and perseverance and their ability to work independently. Pupils are developing an evaluation of their own learning that is very well established by Years 5 and 6.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is relevant to and provides well for the broad range of pupils' interests and abilities. Visits, visitors and extra-curricular activities provide practical experiences that extend children's understanding of the wider world
Provision for pupils with special educational needs	Good. The work designed for them, together with the support provided, enables them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good. The very good staff role models and clear codes of behaviour help pupils develop a mature understanding of their moral and social responsibilities. Provision for spiritual and cultural development is sound.
How well the school cares for its pupils	Staff promote a caring attitude and the school does what it can to keep children from harm.

Curricular and other opportunities offered to pupils include a range of visits to places of interest and visitors to the school who contribute effectively to subjects. Additional literacy support and booster classes for older pupils are raising standards. A range of extra-curricular activities is provided, particularly for older pupils. All areas of the curriculum meet statutory requirements. Children's welfare is of paramount importance to the school and during the school day staff are particularly good at caring for those who are ill, involved in accidents or upset by the unthinking actions of others.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The good ethos, created by the headteacher, is supported by the school community. It strongly supports learning. The monitoring of lessons and planning to make teaching and learning even better are not yet sharp enough.
How well the governors fulfil their responsibilities	Governors are well informed to make decisions and have committees to assist them in their work. They provide good support and are extending their understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	The school has a general view of its work and its analysis is beginning to be successful in helping staff understand what works well and why
The strategic use of resources	Good use is made of all staff, of time, of learning resources and of the building. Effective alternative provision is found to compensate for the limited space in the Year 2/3 class and the inadequate library facility.

The headteacher has the skills to be an effective leader and is well supported by staff but during her long absence some aspects of this role have stood still and subsequently development that should have been happening has not taken place. Now that she is back in school there is a determination to "fast track" this development, improve some aspects of communication and ensure that once more the school has the effective leadership that it has been used to. Progress is already evident. Governors show a sound interest in the school's performance but are seeking to know more. Their interest in the school's performance is extending to how this is perceived locally and how to target spending to improve standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • behaviour in the school is good • children enjoy coming to school • the school expects their children to work hard and achieve their best • children make good progress • the teaching is good • the school is helping their children become mature and responsible • they feel comfortable about approaching the school with questions or a problem • children get the right amount of work to do at home 	<ul style="list-style-type: none"> • the range of activities outside lessons • some aspects of communication between them and the school • a few parents were concerned about the effect of staff changes in the reception class

The inspection team agrees with parents' positive views. The range of activities is similar to that of other primary schools but does lack some activities for the infant children. The school has

begun to consider any activities that might be suitable for younger pupils. Some aspects of communication with parents have not been handled as well as they might have been but the headteacher is already making plans to improve this situation in future. Despite the changes of teacher experienced by reception pupils there has been no detrimental affect on standards and these children have a good foundation for the National Curriculum.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Results in National curriculum tests for pupils in their final year are very high

1. This is a school that has a good reputation with the local community for pupils gaining high standards by the time they leave school. Trends over time show that, by the age of eleven, pupils consistently do well in all three core subjects of the National curriculum, English, mathematics and science. There are undoubtedly some very bright children in this school and their results show that their attainment was very high in comparison with other schools. There were 60 per cent at the higher level in English, 55 per cent at the higher level in science and 50 per cent at the higher level in mathematics. In the subjects of English and science no pupils were below the level they are expected to achieve for their age. In mathematics a very few were below that level. Although these results refer to children who have now left the school, the current Year 6 pupils are working hard and inspection findings confirm the 1999 results, with the majority of pupils achieving well above average results in literacy, numeracy and science.
2. This is not just the result of a class having some bright children within it. Last year there were 19 Year 6 pupils and this year there are 11 pupils. When year groups are small and numbers of pupils vary there could be considerable variation in results from year to year but the school has succeeded in preventing this.
3. The test results for seven and eleven year olds are analysed, weaknesses are addressed, and more time is given to those aspects that need improving. For example, last year when no Year 2 pupils reached the higher level in writing the teachers found that they needed to provide more opportunities for children to extend the range of writing. This is now happening and the current Year 2 children are making determined efforts to use writing skills in several ways in literacy sessions and in other subjects. They used their imagination well when trying to write a set of rules that would help a new visitor settle into their school but found the task more challenging when the 'visitor' had to become an animal. As they talked about the task they were becoming more aware of the way writing is used as communication. The use of testing, at intervals throughout their education, helps both teachers and pupils to understand where the greatest emphasis must be. When the present Year 6 pupils were tested in Year 5, teachers identified areas of underachievement, high achievement and a focus for extension work. Some pupils were given individual targets that were reviewed each week and discussed with them. The more talented pupils were challenged with difficult extension tasks and homework that is reviewed each half term. This shows the school is not complacent and progress is being watched carefully.
4. All these strategies are very good but the single most effective way that keeps children on their toes, striving to do well and achieve high standards is the very good teaching they receive. Although the school has been experiencing staff changes, has no deputy and has had its headteacher away ill for very many weeks, it has not allowed standards to suffer and teamwork has been a key factor. In the reception class children have had three teachers in as many terms and this could have affected their progress. However, the children have soon got to know the teachers. The teachers have established excellent relationships with the children and the teaching of basic skills has been given priority. This term, when the teacher found more work was needed to extend children's knowledge of letter sounds, she found more suitable reading books and showed the children how they could use letter sounds to read unfamiliar words. Progress improved and some children were eager to show what they had learned and how well they could read. The Year 2 pupils are taught in

two different classes. In one class they work with younger pupils and in the other they work with older ones. The effective teamwork has resulted in consistency by teachers who have to liaise well with one another to ensure the rate of progress is not different. The Year 5 pupils are also in two different classes. In one class they work alongside some Year 6 pupils and have been taught by three teachers. In the other class they work alongside Year 4 pupils and have two regular teachers who share the class. Consistency has been vital and teachers' planning has needed to be very thorough with careful records to ensure children's progress is maintained. Without the leadership they are used to this has been a very challenging time but the teachers' skills, determination and enthusiasm have been vital factors in keeping standards high.

5. Another factor relating to teaching and the high standards attained by pupils are the high expectations that teachers have of what every child can achieve. The performance of talented pupils has been encouraging and some of the attainment has been at a level normally expected at secondary school. Due attention is given to those pupils who have special educational needs. These children are given time to adjust before taking a full part in the life of the school. As the headteacher was the special educational needs co-ordinator, occasionally the oversight of this aspect slipped while she was absent, but teachers were aware and the Local Education Authority monitored the situation, remedying any problems. The assessments of what children can do begin at the reception stage and those who need specific support are identified early. Once they are at the stage of needing an individual education programme they are well supported towards the targets identified so that they progress at the same rate as other pupils. Those children who experienced some difficulties with the National Curriculum tests at Year 2 have additional literacy support from a well trained adult who uses her knowledge and expertise effectively in assisting them to improve and overcome their weaknesses. This idea is applied to Year 6 pupils in literacy and numeracy booster classes. The children who benefit from this additional work are those whose weaknesses were identified in previous assessments and the teacher is using her expertise to try and help them reach the nationally expected attainments for their age.

Overall, the teaching is very good which is a considerable improvement since the last inspection and staff strive to improve further;

6. At the last inspection the teaching was judged as sound or better overall but better at reception and Key Stage 1 than at Key Stage 2. There was some unsatisfactory teaching owing to a lack of clear objectives, lack of challenge and lessons that were too slow. This is not the case now and a considerable improvement has come about resulting in a majority of very good teaching that was particularly evident at Key Stage 2. All lessons were at least good and one was excellent.
7. Teachers prepare their lessons thoroughly by identifying precise learning objectives, grouping children carefully, varying the activities, producing some challenging ones and deciding how to assess what pupils learn. All teachers have established excellent relationships with pupils and this makes the children want to work hard to please them. Teachers have very positive attitudes to discipline and by managing the pupils well enable them to get on with their tasks and complete their work by the end of the lesson. Lessons proceed at a good pace and teachers have structured them to keep children interested. These features, together with teachers' enthusiasm, contribute effectively to the high standards and good progress.

8. One teacher's good subject knowledge and extensive preparation was used very effectively in a science lesson. The five objectives for learning had been shared with pupils, who demonstrated their understanding of the tasks by asking sensible questions and using their prior knowledge of the conditions that plants need for growth. The use of the overhead projector to display the objectives enabled the class to make constant reference to what they were to achieve during the lesson. The teacher provided clear explanations, a range of tips and asked skilful questions to extend pupils' thinking on plant growth. They were then able to confidently set about planning an investigation, in co-operation with others, to test each aspect that they predicted would assist plant growth. The teachers' good knowledge was used well by providing a range of resources from which pupils needed to select and explain which would result in the greatest accuracy. They had great confidence in her ability to provide the support and leadership that would enable them to succeed in their task. They used the investigation prompt sheets as a discipline, using them very effectively to keep themselves focused within the time allocated. The school's strategy to use this teacher's expertise with other classes is having a positive effect on standards in science.
9. In a mathematics lesson, again the learning objectives were shared with pupils so that they knew what was expected of them. The teacher's high expectations of Year 5 pupils and very good management during questioning permitted levels of difficulty that were challenging. Pupils had opportunities for explaining their mathematical thinking that resulted in very good learning as they were prompted to consider other methods or discuss other pupils' alternatives. Pupils were able to think and learn for themselves. Almost everyone thought of at least one other method of adding and subtracting a four-digit number that was not a traditional method.
10. In another mathematics lesson with Year 4 pupils, the teacher made very good use of questioning during a brisk oral session. Pupils were extending their counting skills and understanding of sequences and negative numbers. They responded well to such questions as "Do all tables give a sequence?" and "Can you find another rule or relationship?" As the lesson progressed varying levels of challenge were evident, with the teacher making different demands on groups according to their stage of learning. The teacher used her time well to ensure that pupils worked continuously at their tasks, working hard towards the targets that she had set. They enjoyed this and behaviour was exemplary.
11. Teachers make sure that support staff understand what children need to learn and that they have guidance on working with small groups. The additional training that has been undertaken by some support staff has extended their expertise and made them very effective in assisting teachers. The additional literacy support is helping some children overcome weaknesses in their knowledge and understanding of how to use alphabet letter sounds in their reading and they are now making better progress. They feel better when working away from the main class for small periods of time and are now taking pride in their progress, even when it is only a small step. In mathematics groups the support techniques for slower learners are very good. Adults give precise directions and question using a 'small steps' approach resulting in a better understanding by the children.
12. Teachers use plenary sessions very effectively and this enables children to know just what they have learned in a lesson, where there are problems to overcome and what they must do to improve. In one literacy lesson, Year 2 pupils were able to explain the difference between a fictional and factual text as they extended their learning about the genre of biography in relation to the author Roald Dahl. In another literacy lesson with Year 4 pupils,

they were able to reflect on the original lesson objectives and discuss the progress they had made. They were all able to make a contribution and satisfaction was very evident.

13. Some teachers show tremendous enthusiasm for the subjects that they teach and this so infects the pupils that they make very good intellectual efforts. In a literacy session for older pupils they were learning to analyse the success of writers and their texts in evoking response. When reading from *Street Child* the teacher showed enthusiasm for the author's skill in using vocabulary effectively to help the reader capture the period. Pupils are able to pick out such phrases as 'dry as a hissing swan' to illustrate their point and there is an eagerness to take part in discussion. As they looked at another text in *The Ghost of Thomas Kempe* they showed real excitement at the choice of such phrases as 'waves of sadness radiated out of him' to exemplify how the author has evoked response. Their own attempts to parody an author's style of writing showed, how, in just two paragraphs, they can use exciting language to evoke response and this is all the more successful as a result of such enthusiastic teaching.
14. Teachers are quick to capitalise on any expertise in the local community from which the children can benefit and which enhances the curriculum that they can offer. Subjects such as music and history have recently benefited from this initiative. During the inspection a knowledgeable parent used her skills to extend pupils' ability to play the recorder. This was happening at lunchtimes when pupils chose to give time to practise and extend their skills resulting in good quality playing and enjoyment for everyone.

The pupils behave very well and get on with one another, their teachers and other adults.

15. There were 97 per cent of parents who considered that behaviour in the school is good and they were absolutely right. The school is an orderly community. The governing body has a policy for promoting good behaviour and minimising bullying. Rules are known to all children, who understand them and they say that they can talk to teachers about problems if they arise. Children take care of equipment, keep classes tidy and show respect for the environment. At lunchtime and playtimes they were observed co-operating well in small groups, caring for those suffering minor accidents, showing concern for younger children and providing help for teachers preparing for the next session. Even the very youngest children showed care for visitors, behaving in a polite and courteous way.
16. The school aims to help children develop positive relationships through the example of others and this works well in practice. The relationships formed between teachers and pupils are excellent. Teachers listen carefully to what children say; they are interested in them and any problems they may have. This is a strength that provides a very good foundation for pupil's learning. All adults who work in the school are very good role models and demonstrate the courtesy to pupils that they expect them to show to others. The pupils reflect this good example in the way they relate to one another

The pupils have very good attitudes towards learning that makes a powerful impact on the progress that they make

17. The school's aims form a foundation for an ethos that provides a happy and stimulating place for children to learn. The staff and governors are keen to promote attitudes and values that result in a harmonious school community.

18. The reception teacher has had to establish positive attitudes to learning and this year the staff changes have made this a harder task than might be expected. Each new teacher has had to re-establish the work done by the previous teacher, particularly with those children who have short concentration spans. Good work routines are in place and children are encouraged to share and care for one another. By the time the children leave school, at age eleven, they are mature, responsible, independent learners who have the necessary skills to engage in personal study. In the responses to the questionnaires, 92 per cent of parents said they believe the school is helping their children become mature and responsible.
19. The headteacher puts great emphasis on the need to establish a work ethic. Inspection findings show that in one third of lessons children's attitudes were excellent, in another third they were very good and in the rest they were good. Teachers showed respect for children and pupils appreciated the efforts made by teachers to make the lessons interesting, responding with particularly good intellectual effort. This made for a very productive working atmosphere and has a powerful impact on the progress that is made.

Parents support the school very well and are satisfied with the education it provides.

20. The school has good links with parents. They are interested in the school and support their children very effectively. They successfully help in and around the school as well as raising large sums of money to support the school with learning resources and other projects. There is a thriving parents' group which understands that there is a need to identify priorities in educational developments and appreciates that there are insufficient funds to do all the school would wish.
21. Most parents support their children with work at home and 85 per cent considered that their children had the right amount of homework. During lessons a range of homework was seen, depending on the age of the children. Parents described the homework as very focused and some were aware that the homework policy sets out routines and expectations for each year group. Many parents expressed satisfaction with the standards the school achieves, with 94 per cent being pleased about the progress their children make. There were 95 per cent who considered that the school expects their children to work hard and do their best.
22. Not all parents are happy about all aspects of the school but usually they do have opportunities to be heard and know their concerns are acted on. The consultation with parents that teachers value has not been so good while the headteacher has been absent over a long period and some decisions such as the home-school agreement has left some parents dissatisfied about the way it has been handled. However, the headteacher is aware of that and, now that she has returned, plans to improve the communication between the school and parents. Of parents who returned questionnaires 85 per cent agreed they would feel comfortable about approaching the school with questions or a problem.

WHAT COULD BE IMPROVED

Better use needs to be made of new technology so that pupils have better access to a greater range of facilities for research and personal study

23. Although standards in information technology are sound, the lack of some essential resources is hampering the progress that pupils can make in this subject and in others

relating to it. Year 5 and 6 pupils discussed their frustrations at being unable to access the Internet to retrieve information when they had the computers to do this at home. There is recognition that owing to the inadequacy of hardware and software together with a lack of some teacher training and expertise the school is limited in the range of information and communication technology that can be taught. Most pupils have satisfactory basic skills and understanding of such features as keyboard, mouse, menus and cursor and sound work is done in word processing, data handling and the use of spreadsheets but pupils' understanding of the new technology demands better use and provision.

24. The school action plan has been delayed and the training needed is unlikely to take place until next year, as the school is awaiting its turn under the National Grid for Learning initiative. Once the staff receive the training they need the school will require more personal computers but at present there is insufficient funding to provide the appropriate ratio of computers to pupils. The overall national ratio of computers to pupils is 1:7.4 and the school is far from achieving this desirable level.
25. The school is now very aware that more needs to be done and governors and staff are making this a priority for further development.

Those aspects of leadership and management that have awaited development until the return of the headteacher now need to be moved on rapidly to bring this aspect of the school back to the very effective level it was previously

26. The headteacher is very aware that her long absence from the school owing to ill health has inevitably had some effect on the leadership and management of the school. The school had been making progress in the work required by the action plan that resulted from the previous inspection but this had not been completed and work on some elements, such as the monitoring and evaluation of teaching and learning, has only just begun. Although attention has been given to the co-ordination of subjects and there is now leadership for those subjects criticised in the last report, there still remains work outstanding. Changes of staff mean that yet another review of responsibilities is needed before this work can be finalised and each subject have a teacher with responsibility for directing it.
27. The governing body is keen to support the school. In the headteacher's absence they have done their best to provide the school with support for those aspects of leadership and management on which they felt able to give assistance. They have used their committees to oversee such areas as finance, since the school has a five year plan to reduce its overspend. Governors have agreed to disestablish the deputy head post as a way of saving money but this now leaves the headteacher with additional management responsibilities at a time when the school must prepare for changes to the National Curriculum, establish the new Early Learning Goals for children under five, introduce the new Performance Management Review System and still teach a class part-time. All this must be achieved by September 2000. The headteacher's time needs to be managed well to allow all this to happen. Governors have experienced some difficulties in making new appointments when staff have left the school, as there have been few applicants suitable for what the school requires. However, recent appointments should now enable a more stable staffing situation that will support further development.
28. When many changes are taking place and the person responsible for keeping them informed is not available, it is understandable that parents have expressed concerns about some lack of communication over the last six months. No deputy has been available to provide this information and the temporary acting head has only had a few weeks in the

school, although he has done his best to keep both parents and governors as well informed as possible. New initiatives such as the home-school agreement have clearly not had the consultation period that they needed or sufficient opportunities for parents to engage in discussion about any agreements they were asked to sign. Reception parents have been concerned about changes of staff and how these might affect their children. They want more information about what additional activities are provided outside lessons and for which age groups. The headteacher is aware that action is required here and is determined to improve this area currently causing concern.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now

- i) make better use of new technology so that pupils have better access to a greater range of facilities for research and personal study and can have more opportunities to extend the range of activities identified in the National Curriculum by:
 - providing training for teachers;
 - providing sufficient hardware and software for pupil use;

- ii) improve those aspects of leadership and management that have awaited development until the return of the headteacher by:
 - continuing the work of monitoring and evaluating the teaching and learning;
 - reviewing the roles and responsibilities of co-ordinators to ensure that all subjects have a teacher providing leadership;
 - deciding what changes need to be made to the curriculum ready for September 2000;
 - prepare governors and teachers for the new Performance Management Review System;
 - improve the communication with parents about staff and curriculum changes and matters relating to home – school agreements.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	48	48	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		123
Number of full-time pupils eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		13

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence	%
School data	4.5
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	10	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	8	6
	Girls	10	10	10
	Total	16	18	16
Percentage of pupils at NC level 2 or above	School	84	95	84
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	6	9
	Girls	10	10	10
	Total	18	16	19
Percentage of pupils at NC level 2 or above	School	95	84	100
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	11	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	10	9	11
	Total	19	18	20
Percentage of pupils at NC level 4 or above	School	95	90	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	8
	Girls	10	9	10
	Total	19	18	18
Percentage of pupils at NC level 4 or above	School	95	90	100
	National	68	69	75

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.5
Number of pupils per qualified teacher	19
Average class size	25

Education support staff: YR– Y6

Total number of education support staff	3
Total aggregate hours worked per week	40

Financial information

Financial year	98/99
	£
Total income	187579
Total expenditure	196143
Expenditure per pupil	1608
Balance brought forward from previous year	nil
Balance carried forward to next year	-8564

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	123
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	27	5	0	0
My child is making good progress in school.	53	41	4	0	1
Behaviour in the school is good.	67	30	1	0	1
My child gets the right amount of work to do at home.	39	46	14	0	0
The teaching is good.	59	33	4	1	3
I am kept well informed about how my child is getting on.	31	49	11	10	0
I would feel comfortable about approaching the school with questions or a problem.	40	45	10	4	1
The school expects my child to work hard and achieve his or her best.	63	32	3	0	3
The school works closely with parents.	21	34	27	12	5
The school is well led and managed.	21	49	16	3	12
The school is helping my child become mature and responsible.	45	47	4	0	4
The school provides an interesting range of activities outside lessons.	8	23	31	30	8