

INSPECTION REPORT

CRAWLEY RIDGE JUNIOR SCHOOL

Camberley

LEA area: Surrey

Unique reference number: 125076

Headteacher: Mrs. C. Wainwright

Reporting inspector: Mr. M. Thompson
25372

Dates of inspection: 17 – 19 January 2000

Inspection number: 189025

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	'Graitney', Crawley Ridge, Camberley, Surrey.
Postcode:	GU15 2AJ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr. S. Drury
Date of previous inspection:	May 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Crawley Ridge Junior School is located in a favoured residential area of mature, good quality, owner-occupied housing to the east of the centre of Camberley. Many parents are of professional or managerial status, with high expectations for their children. The school is popular with parents and demand for places exceeds the school's capacity.

There are 270 pupils on roll, between the ages of seven and eleven. When pupils enter the school, at the start of Year 3, their attainment is above average overall and well above average in reading and writing. Just over 13 per cent of pupils are identified as having special educational needs. This is below the national average. Although most of the pupils identified have specific difficulties in either literacy or numeracy, the majority of them achieve the national standard in English and mathematics at the age of eleven. Only one pupil has a statement of special educational needs. Pupils eligible for free school meals and from homes in which English is not the first language are thinly represented at the school.

The school grounds are attractive and spacious. However, the sloping nature of the site presents some difficulties in terms of the way in which the premises can be developed and in terms of disabled access.

HOW GOOD THE SCHOOL IS

The school is very effective. It builds on the good standards achieved on entry and further develops the potential of its pupils so that by the age of eleven they achieve very high standards in English and high standards in mathematics and science. Pupils in all classes are eager to learn, are interested in their work, and behave very well. The quality of teaching is good. The headteacher, staff and governors work well together to achieve their aim of exciting, challenging and motivating their pupils. Although the school has above average income, it provides good value for money.

What the school does well

- Attainment in English, mathematics and science is well above what is expected nationally.
- Pupils' attitudes to school, behaviour and personal development are very good.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Procedures for child protection and for ensuring pupils' welfare are very good.
- The quality of teaching is good, with one in every five lessons being very good.
- The school is very well led.
- The way in which the school's aims are reflected in its work is excellent.

What could be improved

- The school's provision in some aspects of information technology.
- Planning to make the curriculum even better
- Monitoring of the quality of teaching and learning by curriculum co-ordinators.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection in May 1996. The key issues identified as a result of the inspection have all been successfully addressed. The library now provides an attractive environment for quiet reading and for research. It is well stocked with a good range of books and caters for a wide range of interests and levels of reading ability. The use of the library is carefully timetabled, and pupils from all classes feel confident in using it. National Curriculum requirements regarding the provision of swimming are now met, and a high proportion of pupils achieve the national target of swimming 25 metres by the end of Key Stage 2. Improvements have been made to health and safety procedures and work has been done to remedy deficiencies highlighted by a 'risk management survey'.

STANDARDS

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

Performance in:	Compared with			
	All schools nationally			Similar schools
	1997	1998	1999	1999
English	A*	A	A*	A
Mathematics	A	A	A	B
Science	A	A	A	C

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E
Very low	E*

When pupils enter the school at the start of Year 3, the proportion who have achieved or exceeded the expected target of level two in the national tests at the end of the previous school year is well above average in reading and writing, and above average in mathematics. The school improves further on these high standards, and by the age of 11 the proportion of pupils achieving or exceeding the expected target of level four is very high in English and well above average in mathematics and science. When compared with those of schools with similar intakes, standards are well above average in English, above average in mathematics, and average in science. When results over the past three years are compared, performance is consistently well above the national average and the rate of year-on-year improvement is broadly in line with the national trend. The work observed during the inspection confirmed these high standards. However, published targets for pupils' performance are too cautious and are likely to be exceeded this year and in the following year.

In information technology, the standards currently being achieved by Year 6 pupils in word-processing and data handling are satisfactory, and pupils use their skills in these areas to good effect in their work in other subjects. However, their skills in control technology are below what is expected nationally of pupils at the age of 11. This is because, in previous years,

problems were created by old and unreliable hardware. These resulted in pupils being unable to systematically develop their skills, knowledge and understanding in all aspects of the subject year by year. The situation is now being remedied following the introduction of new computers throughout the school, although some areas of the information technology curriculum are not yet being taught.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to learn. They work hard and concentrate well.
Behaviour, in and out of classrooms	Very good. Pupils respect one another and adults.
Personal development and relationships	Very good. Pupils relate very well to one another and to adults.
Attendance	Good. Pupils enjoy coming to school.

Throughout the school, pupils' attitudes to learning are very good, and this contributes significantly to the academic standards they achieve. They listen carefully to their teachers, co-operate well with each other and share resources. They set about their work quickly and sustain very good levels of concentration. Standards of presentation of work are good. Pupils are proud of their efforts, and are keen to share their work with adults. The behaviour of pupils is very good. Pupils clearly understand what the school expects of them and respond accordingly. They are polite, helpful and courteous, and are welcoming and friendly to visitors. Relationships in the school are very good. Pupils work and play well together, even when not directly supervised by adults. The mutual respect shown by staff and pupils contributes significantly to the caring environment. The personal development of pupils is good. Pupils respond well to the responsibilities they are given. However, in some lessons, some very able pupils are not given enough opportunities to take responsibility for their own learning. Attendance is good. The attendance rate is above the national average. Pupils enjoy being at school and few arrive late. Lessons begin punctually.

TEACHING AND LEARNING

Teaching of pupils:	Aged 7-11 years
Lessons seen overall	Good

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

The quality of teaching is good overall and has improved since the previous inspection. No unsatisfactory teaching was observed. Fifty per cent of lessons were good and a further 22 per cent were very good.

Overall, teachers have a good knowledge of the subjects that they teach. They have high expectations of pupils' work and behaviour and they use a good range of teaching methods. A large number of teaching and support staff work alongside teachers in the classrooms, and these personnel are well deployed and provide good quality help for pupils. Where homework is used, it is relevant and effectively extends and complements classwork. Particularly good features of teaching are the high quality of lesson planning and the use of very good strategies for managing pupils. Teachers' skills in questioning are generally of a high standard, and the information gained from dialogue with pupils is often used well to ensure that the work set provides achievable challenges for all.

Teaching of English and mathematics is good. Skills in literacy and numeracy are well taught.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school is making good progress in reviewing its curriculum. Currently, it offers a broad, balanced and relevant curriculum in all subjects except some aspects of information technology.
Provision for pupils with special educational needs	Pupils with special educational needs are very well supported in class and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Through well planned Acts of Collective Worship, and through the way in which it implements its aims, the school is very effective in enabling its pupils to reflect on their own beliefs, values and feelings and those of others. A good range of class visits enhances pupils' social and cultural development.
How well the school cares for its pupils	The school provides a very caring environment in which all pupils flourish.

A major review of the curriculum is currently taking place, and planning in all subjects is being re-drafted. A good balance between subjects has been achieved and good links between subjects have been made, so that skills learned in literacy and numeracy can be developed further in other lessons. However, some elements of the National Curriculum programme of study for information technology are not currently included in this curriculum framework in all year groups and are not being taught. For this reason the information technology curriculum does not meet statutory requirements.

Provision for pupils' personal, spiritual, moral, social and cultural development is well planned and fully integrated into the overall curriculum framework. Procedures for child protection and for ensuring pupils' welfare are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very clear direction for the school. Currently, the headteacher carries out almost all of the monitoring of the quality of teaching and learning; the role of the subject co-ordinators in monitoring the quality of provision in their subjects is underdeveloped.
How well the governors fulfil their responsibilities	Governors are effective in supporting and guiding the school's work.
The school's evaluation of its performance	The school is good at reflecting critically on its work and shows a commitment to continuous improvement.
The strategic use of resources	The use of resources is effective and is well planned.

The headteacher has a very clear view of the future development of the school. She effectively manages the school and works hard to ensure that the school meets the needs of its community and the very high expectations of its parents. There are good relationships within the school, and staff work well together as a team. A particular strength is the effectiveness of the staff Curriculum Consultancy Groups in developing a curriculum in which all subjects are well integrated and in providing good support and professional development for the teaching staff. However, while the consultancy groups have been effective in ensuring that a collective view is always taken, they have been less effective in ensuring the systematic monitoring of the quality of teaching and learning within individual subjects. Good use is made of all sources of funding, and the effects of spending decisions are carefully monitored and evaluated.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • The progress made by their children. • Behaviour in the school. • The quality of teaching. • The high expectations of teachers. • The way in which the school helps children to develop mature and responsible attitudes. 	<ul style="list-style-type: none"> • The quality of information provided about pupils' progress. • The school's partnership with its parents. • The range of activities provided outside lesson times. • Ways of approaching the school with questions or problems.

Inspectors' judgements support parents' positive views. In particular, the school is effective in providing a high quality learning environment in which all pupils are valued as individuals.

An analysis of the pre-inspection questionnaires, completed by parents, shows that 30 per cent of those who returned the forms felt that they were not well informed by the school. Thirty one per cent felt that the school does not work closely enough with parents and 28 per cent indicated that they would not feel comfortable about approaching the school with questions or a problem. Forty nine per cent of those surveyed felt that the school does not provide an interesting range of activities outside lessons. During the period of inspection, little evidence was found to confirm the negative views of the school's partnership expressed by such a high proportion of parents.

The school works hard to keep parents well informed through regular newsletters. Staff are always available at the beginning and end of the school day, in addition to the more formal opportunities for consultation during parents' evenings. Parents are informed about their child's personal targets for improvement; they contribute to their children's assessment sheets and there are good opportunities for written communication through pupils' regular homework. A particularly good feature is the curriculum packs that are prepared for parents and are distributed at the year group meetings with parents held at the start of the academic year. Additional information for parents includes informative and well-written leaflets such as the home-school reading policy and guidance about reading activities. Written reports to parents provide information of good quality about English and mathematics, but are less precise in other subjects. Some of the views expressed at the pre-inspection meeting with the Registered Inspector were that comments written in the reports tended to focus strongly on the successes achieved and did not give enough information about areas for future development. Inspectors' judgements support these views.

The school is working hard to develop a partnership with its parents. Good evidence of this is found in the way in which parents are consulted over issues such as school uniform. The text outlining parents' responsibilities in the home-school contract was formulated by a group of parents. A number of parents regularly help in school and accompany pupils on visits. Parents attending the pre-inspection meeting were generally very appreciative of the way in which the school had responded to their worries and concerns. The parent-teacher association works hard for the benefit of the school and raises significant amounts of additional funding.

The school provides a good range of extra-curricular activities, some of which begin at 8 a.m. in response to the needs of parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in English, mathematics and science is well above what is expected nationally.

1. In their National Curriculum tests the pupils achieve very high standards in English and standards well above the national average in mathematics and science
2. Standards achieved in tests were confirmed by inspection evidence, which shows that skills in all elements of English mathematics and science are systematically developed as pupils progress through the school. Teachers make good use of previous learning as a firm basis for the teaching of new skills, and pupils are given opportunities to use their skills in numeracy and literacy across all areas of the curriculum.
3. Skills in speaking and listening are very well developed. Pupils are good at listening, and by the end of Key Stage 2 most of them clearly articulate their views during discussions. They confidently use a wide range of vocabulary, including technical terms, and speak with clarity and good use of grammar. When talking about his reading preferences, a Year 6 pupil confidently used terms such as 'genre' when giving examples. Even the youngest pupils express themselves well. Good opportunities for public speaking, in class and in assemblies, help to develop their confidence.
4. Skills in reading are well developed. From an early age pupils use a wide range of strategies to decipher unfamiliar words, and by the time they are in Year 6 most read fluently and expressively. Teachers skilfully develop pupils' skills in drawing inference from texts, as was observed in Year 6, when pupils were guided well in analysing passages of text from 'Oliver Twist' and were able to come to their own conclusions about the way in which Fagin exploited Oliver's naivety. Pupils visit the school library regularly; they know how books in the library are classified and confidently use contents and index pages to help them to locate information.
5. Writing skills are well taught across the school and pupils are given good opportunities to use their skills in many other subjects. For example, pupils in Year 4 produced descriptive passages of good quality about Edwardian houses, as part of their work in history. The majority of pupils in this year group write cursively, with letters consistently sized and correctly spaced. Work is well punctuated, with good use of devices such as colons and hyphens. Teachers' high expectations are evident in the quality and range of written work produced by pupils in Year 6. Note-taking skills are used well, and pupils effectively draft and re-draft their work.
6. Skills in numeracy are well developed, and teachers provide good opportunities for pupils to practise their skills in a variety of relevant situations. For example, in a Year 6 mathematics lesson, the teacher made very good use of pupils' skills in halving numbers, and linked this to more recent learning about percentages when setting the class the task of calculating the amount of VAT to be added to a variety of household items. All pupils worked successfully at this level. A clear commitment to developing pupils' skills in investigative work is evident in all classes. Pupils in Year 3 are guided well when experimenting with simple additions, and

are successful in predicting likely outcomes and in proving or disproving hypotheses about the sums of odd and even numbers. Knowledge of even numbers is further developed in Year 4 as pupils practise their skills in doubling numbers and understand that the answers are always even. The good links made between subjects in planning are evident in the many ways in which skills in mathematics are used to complement work in other subjects. For example, Year 5 pupils put their knowledge of graphs to good effect when charting evaporation rates during their work in science.

7. Skills in scientific enquiry are well developed. By the time that pupils reach Year 6 they are secure in their understanding of the principles of fair testing and achieve good standards in a range of topics, from electrical circuits to the study of micro-organisms.

Pupils' attitudes to school, behaviour and personal development are very good.

8. Throughout the school, pupils' attitudes to learning are very good, a factor which contributes significantly to the academic standards that they achieve. Pupils enjoy coming to school; they are highly motivated and are keen to learn. Teachers are skilled in providing a good range of interesting activities and in sustaining a good pace to their lessons through questioning and well timed help, and as a result pupils listen carefully, set about their work quickly, and sustain very good levels of concentration. Teachers' high expectations of their pupils are reflected in the good standards of presentation of work. Pupils are proud of their efforts and are eager to share their work with adults.

9. Pupils' behaviour is of a high standard. They move around the school sensibly and show consideration towards others. When entering and leaving the school hall at the beginning and end of assemblies, pupils do so in silence. Pupils work and play well together, even when not directly under adult supervision.

10. Relationships in the school are very good. Pupils relate very well to each other and to all adults in the school. They are friendly, polite and well mannered, and many enthusiastically initiated conversations with the inspection team. The fruits of these positive relationships are seen in lessons, where pupils co-operate well in paired and group work, share tasks equally, and organise their work without fuss.

11. Pupils' personal development is good. Pupils are given responsibilities within their classrooms and around the school. When jobs need to be done, pupils frequently take responsibility for them without being asked. For example, when coming into school in the morning, pupils often set out chairs or distribute books. At the start of music lessons in the hall, pupils volunteer to arrange the seating. The school very successfully achieves its stated aim of developing pupils' independence in learning. In some lessons, however, in which younger pupils were learning how to carry out mathematical investigations, over-directive teaching did not allow the most able to take responsibility for their own learning.

Provision for pupils' spiritual, moral social and cultural development is very good.

12. In planning for pupils' spiritual, moral, social and cultural education, the school has maintained the standards detailed in the previous inspection report. The quality of assemblies has improved.

13. Pupils' spiritual development is very well catered for through well planned acts of collective worship and through many opportunities within the curriculum for pupils to reflect on their own beliefs and values and on those of others. A special 'millennium assembly', as part of the planned theme of 'new beginnings', not only gave pupils many opportunities for reflection but also provided many moments of spirituality through high quality singing and some thoughtful, expressive pieces of writing. In particular, the predictions for the new millennium contributed by pupils from Year 6 were very well presented. Throughout the school, careful attention is paid to providing a stimulating environment within which pupils' achievements are celebrated through very good quality displays of their work. In class, pupils are often encouraged to reflect on their progress through activities such as the regular assessments of their work, to which their parents also contribute. Pupils' feelings of awe and wonder are carefully developed in all subjects. For example, pupils in Year 3 spoke animatedly about the change in colour that occurred in a stick of celery, left in a jar of coloured dye, when investigating the capillary action of plants.

14. A strong moral code underpins all the school's work. Pupils are very well aware of what is expected of them and know the rules so well that there is no need to have them on display. Copies of the school behaviour policy are kept in pupils' folders and a sound home-school contract has been adopted. Good use is made of activities such as 'circle time' to reinforce particular rules if necessary and to develop pupils' social awareness.

15. The school is very successful in developing pupils' social skills. A very good 'buddy' system, appreciated by parents, helps the youngest pupils to quickly settle in at the start of each school year. Pupils from Year 6 are paired with pupils in Year 3 to induct them into school life, helping them as necessary. The provision of a quiet play area enables pupils to use board games as an alternative to more boisterous activities in the main playground. A good programme of class visits provides pupils with opportunities to develop social skills and an awareness of community issues. For example, pupils in Year 4 interviewed members of the public during a survey conducted in Camberley and reported on the community work carried out at Holy Cross Church. Residential visits provide significant opportunities for pupils' personal development.

16. Pupils' cultural awareness is very well developed through good quality work in art, music, geography, history and religious education, and is significantly enhanced by relevant and interesting class visits. For example, visits to a mosque and a mandir not only help to meet the requirements of the religious education syllabus but also give pupils some insight into the way of life of people from different cultures.

Procedures for child protection and for ensuring pupils' welfare are very good.

17. The school takes great care to ensure pupils' welfare, health and safety. Teachers know their pupils very well and are quick to recognise when support is needed. The local authority procedures for child protection are carefully followed. The headteacher is the 'named person' and ensures that all staff are aware of their responsibilities and follow the correct procedures. Pupils are very well supervised and their movement about the school is carefully monitored, particularly that of Year 5 pupils whose classrooms are a short distance away from the main buildings. Regular health and safety checks are carried out to identify potential hazards. However, an unfenced pond adjacent to one of the Year 5 classes is a significant shortcoming. A particularly good feature of the school's provision is the use of its classroom support staff as

midday supervisors. This ensures that the expectations of pupils' behaviour and the management of pupils at lunchtime are consistent with classroom practice. Difficulties posed by the nature of the school site have been very well addressed through the use of radiotelephones donated by one of the parents. These enable staff on duty to communicate with one another at all times and to ensure that first aid is quickly available when accidents occur.

The quality of teaching is good, with one in every five lessons being very good.

18. The quality of teaching is good overall and has improved since the previous inspection. No unsatisfactory teaching was observed. Fifty per cent of lessons were good and a further 22 per cent were very good.

19. Throughout the school, the quality of lesson planning is very good. Teachers clearly identify their learning objectives and, in most classes, share them with pupils at the start of lessons so that the purpose of the work is made very clear.

20. Where teaching is most successful, teachers assess their pupils very well in order to plan work to meet the needs of a wide range of abilities. Good practice in assessment was evident from the work scrutinised in Year 5. Before beginning a unit of science work about space, the teacher carried out an assessment of pupils' prior knowledge and understanding so that a suitably challenging starting point could be determined. Teachers' day-to-day assessment of pupils is good. Marking is generally thorough and, in many classes, contains useful suggestions for future improvement. Teachers' questioning is often skilful in challenging pupils to provide a reason for their answers, thus giving the teachers a useful insight into the pupils' depth of understanding.

21. In the majority of classes work is well matched to pupils' abilities. This is often difficult to achieve, given the large class sizes and the wide range of pupils' abilities. Where teachers are most successful in providing achievable challenges for all pupils, they use support teachers and classroom assistants very effectively to provide additional guidance to individuals or small groups of pupils. Where there are too many different groupings within a class, teaching sometimes becomes fragmented as the teacher attempts to provide work at too many levels. In the most successful lessons, teachers broadly group pupils into three ability levels and then ensure that within these groups they are able to focus their attention on specific pupils. Work is very carefully prepared around a common theme, so that the introduction to the lesson is relevant to all pupils and all pupils are able to play a full part in the important session at the end of the lesson when what has been learned is reviewed. A good example of such teaching was observed in a Year 6 English lesson based on part of the text of 'Oliver Twist'. All pupils were challenged appropriately, and all were able to play a full part in the whole class teaching sessions during the lesson.

22. Resources to be used in lessons are well prepared, and effective use is made of a range of equipment. In Year 5, both teachers used overhead projection to demonstrate the correct use of protractors when measuring angles. Good use is made of artefacts or apparatus to help pupils to understand concepts that they find difficult. For example, in a Year 3 mathematics lesson, a pupil with special needs was helped to understand the concepts of odd and even numbers by making blocks from small plastic cubes. In a Year 4 personal and social education lesson, good use was made of a sculpture of a penguin and its young to focus pupils' thoughts about issues of caring for and valuing one another. Other adults working in the classrooms are

effectively deployed and time is generally used well. However, where teachers are less experienced, the management of time is sometimes less good. Where this occurs, time at the end of lessons for reviewing and reinforcing what has been learned has to be shortened, and instructions about homework are sometimes hurried and lack precision.

23. Teachers generally have a good understanding of the subjects they teach and the difficulties that are likely to be encountered as pupils learn. This knowledge enables them to use the most appropriate ways of presenting information to pupils and to sustain a good pace in their lessons. These features, together with teachers' high expectations of pupils' work and behaviour, make a significant contribution to the high standards achieved and the good progress made by pupils.

The school is very well led.

24. The school is very well led and managed by the headteacher. She is ably supported by all staff and governors. She knows her pupils well and has a clear view of the future development of the school. Teachers are committed to improving pupils' attainment and are good at reflecting critically on their practice. There are very good relationships within the school and a strong sense of teamwork among all staff. The work of all staff is clearly guided by shared values.

25. The clear commitment to improvement and the effectiveness of teamwork are evident through the very good review of the curriculum that is currently underway. Schemes of work in all subjects are being revised to incorporate the new national requirements for the curriculum, which are to be in place from the beginning of the next academic year. The planning is clearly referenced to the National Curriculum and sets out in good detail what is to be taught in different subjects and in different year groups.

26. The school development plan identifies clear priorities for the current year, agreed by all staff and governors. Its main elements are well set out and costed in terms of money and time. Targets are realistic and achievable. However, while the plan contains very good detail of what is to be done during the current year, it does not provide enough detail of proposed longer-term developments.

27. A particular strength of the school is the effectiveness of the Curriculum Consultancy Groups. These groups meet regularly, and the way in which they are constituted ensures that a cross section of views from different year groups is represented. They provide a very good forum for curriculum development and for the professional development of teaching staff.

28. The headteacher carefully monitors the work of the school. Through her work in classes she has a good understanding of the relative strengths and weaknesses of teaching and uses this information well. However, the role of curriculum co-ordinators in monitoring the quality of teaching and learning in their areas of responsibility is underdeveloped. Overall, their monitoring is not carried out in a systematic way.

29. The governing body is supportive and successfully fulfils its role of 'critical friend' to the school. Governors take a keen interest in the work of the school and visit regularly.

The way in which the school's aims are reflected in its work is excellent

30. The school's very clear commitment to promote excellence, enjoyment, perseverance, self-discipline and independent learning is fully reflected in its work. In particular, its commitment to develop pupils' skills through carefully planned activities, many of which are based on first-hand experience, is evident in the way in which the curriculum is constructed and in a very good programme of relevant, interesting visits.

WHAT COULD BE IMPROVED

The school's provision in some aspects of information technology.

31. The results of recent improvements in the quality of hardware available are now being seen in some examples of good quality work produced at the end of Key Stage 2 in word processing and in data handling, such as the use of spreadsheets. Work in these two aspects of information technology is now being successfully integrated into other areas of the curriculum.

32. Through a series of staff training sessions the subject co-ordinator is sensibly introducing her colleagues to software to be used in teaching the different elements of the curriculum. At the same time, the new curriculum planning being devised in all subjects is being modified to incorporate the improvements made in information technology.

33. At present, the newly revised curriculum does not provide for the progressive development of pupils' skills in modelling, monitoring and control technology. These elements of the curriculum are not yet integrated into the planning in other subjects, such as design and technology or science, nor are they being taught. Provision in information technology does not therefore meet the statutory requirements of the National Curriculum.

Planning to make the curriculum even better

34. The newly revised curriculum framework currently being produced by staff is very detailed, and clearly sets out what is to be taught in all year groups. It is carefully referenced to the National Curriculum programmes of study and provides a good balance between subjects. It meets statutory requirements in all areas except information technology. While the curriculum is predominantly subject-based, the good quality of planning being produced allows for some imaginative topic work and cross-curricular work across a number of subjects.

35. However, in their present form, the new schemes of work do not provide teachers with a clear overview of the way in which pupils' skills are to be progressively developed from Year 3 through to Year 6. Additionally, there are no clearly set out expectations of pupils' attainment in different subjects by the end of each academic year.

Monitoring of the quality of teaching and learning by curriculum co-ordinators.

36. Almost all of the monitoring of the school's performance is currently carried out by the headteacher. Monitoring of standards by teachers is largely confined to regular scrutiny of samples of pupils' work, particularly in English and mathematics. Recently, the quality of teaching and learning in literacy lessons has been observed by the English co-ordinator, working alongside the headteacher.

37. The school's system of subject development through its Curriculum Consultancy Groups has many strengths, but to some extent also tends to dilute the sense of responsibility normally accepted by subject co-ordinators for the standards in their subject areas.

38. The present procedures for monitoring by subject co-ordinators are not systematic enough. The procedures lack clear timescales for the monitoring of standards through lesson observations, the scrutiny of pupils' work and the analysis of test data. These monitoring activities need to be followed by evaluations of the information obtained and clear links to action to be taken in subject development plans.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- ensure that statutory requirements for information technology are fully met by:
 - * developing provision for control technology;
 - * continuing to develop teacher's skills in a systematic way;
 - * producing a 'software map' to complement the new scheme of work and to ensure that programs used are well matched to pupils' prior achievement;
 - * integrating the use of information technology into planning in other subjects.
- underpin the newly revised schemes of work with an overview of the step by step development of pupils' skills and clear targets to be achieved by the majority of pupils by the end of each academic year.
- put in place a programme of regular, systematic monitoring of the quality of teaching and learning by subject co-ordinators, with a particular emphasis on the core subjects of English, mathematics and science.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	22	50	28	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	270
Number of full-time pupils eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	3.87
National comparative data	5.7

Unauthorised absence

	%
School data	0.02
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 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	26	40	66

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	22	25
	Girls	37	34	37
	Total	63	56	62
Percentage of pupils at NC level 4 or above	School	95(92)	85(78)	94(90)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	25	26
	Girls	37	36	38
	Total	63	61	64
Percentage of pupils at NC level 4 or above	School	95(93)	92(87)	97(91)
	National	68(65)	69(65)	75(72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	264
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: Y3 – Y6

Total number of qualified teachers (FTE)	10.9
Number of pupils per qualified teacher	24.7
Average class size	33.75

Education support staff: Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	104

Financial information

Financial year	1998-9
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	£
Total income	487813.00
Total expenditure	475715.00
Expenditure per pupil	1762.00
Balance brought forward from previous year	71179.00
Balance carried forward to next year	83277.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	270
Number of questionnaires returned	92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	47	4	1	0
My child is making good progress in school.	34	59	8	0	0
Behaviour in the school is good.	27	70	3	0	0
My child gets the right amount of work to do at home.	25	57	16	0	2
The teaching is good.	37	57	2	0	3
I am kept well informed about how my child is getting on.	18	51	27	3	1
I would feel comfortable about approaching the school with questions or a problem.	33	39	18	10	0
The school expects my child to work hard and achieve his or her best.	42	55	1	0	1
The school works closely with parents.	18	47	26	5	3
The school is well led and managed.	21	54	15	3	7
The school is helping my child become mature and responsible.	29	65	4	0	1
The school provides an interesting range of activities outside lessons.	16	33	38	11	2

Percentages are rounded to the nearest whole number

Other issues raised by parents

The opinions of parents attending the pre-inspection meeting with the Registered Inspector were equally divided over the issue of the desirability of a break during the morning session. A number of parents felt that their children would benefit from the opportunity to have some fresh air and exercise and the opportunity to have a drink.