

INSPECTION REPORT

BINFIELD CofE PRIMARY SCHOOL

Binfield

LEA area: Bracknell Forest

Unique reference number: 109999

Headteacher: Diane Gare

Reporting inspector: A J Dobell
10373

Dates of inspection: 16th and 17th October 2000

Inspection number: 191900

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr David Fawcett
Date of previous inspection:	December 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the centre of the large village of Binfield. It is in the Bracknell Forest local education authority. Pupils come from the village and the school is not quite big enough to take all the village's children. The available social indicators suggest that most pupils come from favoured socio-economic backgrounds. Twelve pupils are known to be eligible for free school meals and, at 3.3 per cent, this is below the national average. There are 64 pupils on the school's register of special educational needs (17.4 per cent) and this is close to the national average. Five pupils have statements of special educational needs; at 1.4 per cent, this is broadly average. An unusually large number of pupils on the register for special educational needs are dyslexic. Others have moderate learning difficulties, emotional and behavioural difficulties, speech and communication difficulties, hearing impairment and other specific difficulties.

The village contains a denominational college, which takes students from abroad. As a result, the school has an above average number of pupils for whom English is an additional language. These pupils stay in the school for different lengths of time and have different languages as their first language. Largely as a result of these pupils, the school has an above average number of pupils from a range of minority ethnic groups. Overall, the attainment of children is above that normally found when they enter the school.

HOW GOOD THE SCHOOL IS

This is a very effective school with many strengths and no significant weaknesses. Standards of attainment have improved since the last inspection at the end of both Key Stage 1 and Key Stage 2. At the end of each key stage, attainment is well above the national average. Significantly, in 1999, the last year for which figures are available for comparison, this school's pupils attained results at the end of both key stages, which were well above the averages attained in schools which draw their pupils from similar backgrounds. Further, in 2000, the school exceeded its challenging targets for English, mathematics and science in the National Curriculum tests at the end of Key Stage 2. The quality of teaching is good overall: as a result, pupils, including those with special educational needs, make good progress in their learning as they move through the key stages. The headteacher, very ably supported by her deputy and other key staff, gives excellent leadership in the school and has an impressive determination to ensure that all pupils are successful academically, while developing effectively in personal terms in a secure, happy and stimulating learning environment. Given the good progress that pupils make, the high quality of the education offered to them, the very good levels of attainment in the National Curriculum tests and the very good level of improvement since the last inspection, the school gives very good value for money.

What the school does well

- Pupils achieve very good levels of attainment at the end of Key Stage 1 and Key Stage 2.
- The quality of teaching and learning is good: the quality and range of learning opportunities are very good.
- Pupils' attitudes to school and behaviour are very good, as are relationships throughout the school.
- The provision for pupils' moral and social development is very good.
- The educational and personal support provided for pupils is very good.
- Parents are very supportive of the school.
- The leadership and management of the headteacher and other key staff are excellent: the school is supported very effectively by its governing body.

What could be improved

- This school has no significant weaknesses.

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 December 1996 and, since then, its rate of improvement has been very good. The quality of teaching has improved and is now good overall; unsatisfactory teaching has been

eliminated. Standards of attainment have improved at the end of Key Stage 1 and Key Stage 2, and are now very good when compared to the national averages and the averages for similar schools. The school is in a strong position to continue to meet its agreed targets for attainment in English, mathematics and science at the end of Key Stage 2. The roles and responsibilities of staff have been reviewed successfully and, as a result, teaching and curriculum development are now managed very effectively. The provision for pupils with special educational needs is now more systematic: it is now managed well. Assessment systems are now more secure and are used more effectively to plan future work. Non-teaching staff are more involved in planning. They make a valuable contribution to teaching and learning.

The leadership and management of the headteacher, her deputy and other key staff are now more clearly focused. She is supported very well in her management of the school by a hard working, dedicated and effective Governing Body. The school now has very good systems for monitoring its performance and taking effective action. It is concerned to get the best value it can from its expenditure. The leadership's rigorous response to the key issues identified in the last inspection has succeeded in creating a very effective school.

STANDARDS

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

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

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

The attainment of children entering the Reception class is above that normally found in most primary schools. Pupils make good progress throughout the key stages and achieve results which are well above average at the end of Key Stage 1 and Key Stage 2 in the National Curriculum tests. Indeed, when pupils left the school in 1999, they were, on average, about one school year ahead of pupils in primary schools throughout the country. Substantially more pupils attain above average grades at the end of both key stages than is the case in most schools. In 2000, the school exceeded its agreed targets for English, mathematics and science at the end of Key Stage 2.

Attainment in information and communications technology is in line with national expectations at the end of each key stage. In other subjects, the school has maintained the high standards noted in the last inspection report. The successful introduction of the National Strategies for Literacy and Numeracy has raised standards in these areas. The school provides good opportunities for pupils to practise these skills in the other subjects of the curriculum. Pupils with special educational needs make good progress in relation to their prior attainment. Pupils who have English as an additional language are given good support in the school and, as a result, make sound progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school. They are keen to come to school and to play a full part in lessons.
Behaviour, in and out of classrooms	Behaviour is very good overall both in and out of class. The school's procedures for managing behaviour are consistently applied and very effective.
Personal development and relationships	Relationships between pupils, and between pupils and adults, are very good. Pupils have an excellent respect for others' feelings, values and beliefs.
Attendance	Attendance is above the national average and pupils are punctual.

Pupils support each other well both in and out of class and pupils of all ages mix well together. The very good level of behaviour means that incidents of exclusion are very rare. The very good relationships which exist across the school develop pupils' confidence and self-esteem very effectively. Pupils enjoy school.

TEACHING AND LEARNING

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

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

The quality of teaching has improved since the last inspection and is now good overall. Of the lessons observed during the inspection, 27 per cent were satisfactory, 52 per cent good, 18 per cent very good and three per cent excellent. No lessons were judged to have unsatisfactory teaching. The key skills of literacy and numeracy are taught very well.

Teaching is effectively planned to meet the needs of all groups of pupils in the school well. In the best lessons, teachers have high expectations for concentration and manage their classes well. In the excellent lesson, teacher and pupils were united in their determination to achieve the maximum amount of learning. Where teaching is satisfactory, expectations tend to be less rigorous, the pace of the lesson slackens and pupils become less committed to learning. Overall, teachers are successful in motivating pupils of different levels of attainment. Assessment is used very well to track attainment and to promote further progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a very good range of learning opportunities provided both in lessons and in activities outside class.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs. This provision has improved since the last inspection.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal, social and health education. Provision for pupils' moral and social development is very good; for cultural development, it is good; for spiritual development (which will be reported separately), it is satisfactory.
How well the school cares	Educational and personal support for pupils is very good. Pupils are well

for its pupils	known to their teachers and enjoy their learning in a secure and stimulating learning environment.
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The school's curriculum meets all statutory requirements and is broad, balanced, rich and relevant. Pupils receive a very good standard of care and they, and their parents, much appreciate this provision. The school has good links with parents and they make an excellent contribution to learning, both at school and at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and other key staff provide excellent leadership and management. The rate of improvement since the last inspection has been very good.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very effectively. Governors are regularly in the school and have a range of links; these mean that they are very well informed about the school.
The school's evaluation of its performance	The school is very successful in analysing and evaluating its performance. It then uses this information very effectively to determine priorities for future development.
The strategic use of resources	The school uses its resources, both physical and human, very effectively. Leadership and management are successful in getting very good value from expenditure.

Leadership and management are a major strength of the school. The clear-sightedness and commitment of the headteacher, her deputy and other key staff are central factors in the school's success. They are well supported by a hard working and united staff. The governing body shares this commitment and many governors are regularly involved in the school's work. The school is well staffed to teach the National Curriculum and has a good range of learning resources. In spite of a programme of recent improvements, the accommodation is only adequate for the school's number of pupils on roll.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Children make good progress. ▪ Behaviour is good. ▪ Teaching is good. ▪ Children are expected to work hard. ▪ The school is well led and managed. ▪ Children become more mature and responsible. ▪ Children like school. 	<ul style="list-style-type: none"> ▪ Almost 25 per cent of parents had concerns about homework. ▪ Just over 25 per cent do not believe that they are well informed about progress. ▪ Just under 20 per cent of parents question if the school works closely with parents. ▪ Just under 20 per cent disagree that the school provides an interesting range of activities outside lessons.

The school distributed 372 questionnaires, and 160 were returned (43 per cent). Forty five parents attended the parents' meeting held before the inspection. The above views represent just over two fifths of parents.

The inspection team supports the positive views held by parents. The school uses homework to good effect to support learning and progress. The quality of the information provided for parents about progress is very good in comparison with many schools of this type. Over three-quarters of parents

believe that the school works closely with them and inspectors support this view. The school provides more activities outside lessons than many schools of this type, although, as in most schools, most of these are for older pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very good levels of attainment at the end of Key Stages 1 and 2.

1. 1999 is the last year for which national results from the National Curriculum tests are available for comparison. At the end of Key Stage 1 in 1999, pupils' results in reading were very high in relation to the national average. The national expectation of Level 2 at least was attained by 94 per cent of the school's pupils and 49 per cent attained the higher Level 3. Five per cent attained above Level 3. These results were well above the average attained in schools which draw their pupils from similar backgrounds.
2. In writing, in 1999, 95 per cent of the school's pupils attained at least the national expectation of Level 2, with 20 per cent attaining Level 3 and 3 per cent attaining Level 4+. In this subject, too, the school's results were well above the average gained by pupils in similar schools. In mathematics, 95 per cent of the school's pupils attained at least Level 2, with 40 per cent attaining the higher Level 3. Again, these results were well above the average for similar schools. In all three subjects, the proportion of the school's pupils attaining the higher Level 3 or better was well above the national average. Taking the average for the three subjects, Binfield pupils were over two terms ahead of pupils in the average school by the end of Key Stage 1.
3. At the end of Key Stage 2 in 1999, 92 per cent of the school's pupils attained at least the expected Level 4 in English, with 49 per cent attaining the higher Level 5. This was well above the national average and the average for pupils attending similar schools. In mathematics, 96 per cent of the school's pupils attained Level 4 at least, with 45 per cent attaining Level 5. Again, this was well above the national average and the average for similar schools. In science, 98 per cent of the school's pupils attained at least Level 4, with 47 per cent attaining Level 5. Once more, these proportions were well above the national average and the average for similar schools. Taking the average for the three subjects, by the time they left the school, these pupils were about one year ahead of the average pupil nationally.
4. These highly impressive results reflect great credit on the school. Not only do pupils achieve results which are well above the national average, but also results which are consistently well above those attained by schools which draw their pupils from similar backgrounds. Further, pupils with special educational needs make good progress in relation to their prior attainment as they move through the key stages. This is an impressive testament to the way in which teachers cover the requirements of the National Curriculum with clarity, rigour and thoroughness, and to the fact that the school sets itself challenging targets and achieves them.
5. An interesting feature of the 1999 results is that the difference between the school's results and the national results is greater for boys than girls at both key stages, except for science at Key Stage 2. The school succeeds in motivating and retaining the interest of boys, throughout the key stages.
6. In 2000, the school slightly improved the level of its results at the end of Key Stage 1 and Key Stage 2. This is commendable consistency in achievement.

Overall, the quality of teaching and learning is good: the quality and range of learning opportunities is very good.

7. These very good levels of attainment are the result of consistently good teaching across the key stages. The quality of teaching was very good in one of the lessons observed in the Foundation Stage, good in three lessons and satisfactory in the fifth. The very good lesson benefited from firm but kindly class control and very good lesson organisation. The skilful use of adult helpers meant that all children were purposefully engaged. As a result, all children made very good progress in their learning in a quiet and supportive atmosphere. The satisfactory lesson also had pleasant and patient relationships, but a rather slow pace resulted in satisfactory progress. While the whole class joined in the prayer at the end of the lesson, they were speaking rather loudly so that the atmosphere lacked spirituality.
8. At Key Stage 1, the quality of teaching was very good in four lessons, good in three lessons and satisfactory in four lessons. In a very good mathematics lesson in Year 2, the teacher had very good subject knowledge and understanding. Her lively approach resulted in pupils' very good concentration. Excellent questioning tested and reinforced pupils' understanding as the lesson proceeded. The result was very good progress in learning because of effective planning and teaching. In a very good mathematics lesson in Year 1, the teacher's very effective use of a glove puppet ensured a very high level of sustained concentration. The teacher's calm and assured manner coupled with sensible pace and thoughtful questioning resulted in very good progress in learning being made. In a satisfactory science lesson in Year 2, the well planned lesson failed to have its full impact on learning because the teacher's regular reminders about behaviour interrupted the flow of the lesson. Two support staff were not effectively used to help with inattentiveness.
9. At Key Stage 2, the quality of teaching in one lesson was excellent, in 12 lessons it was good and, in 4 lessons, it was satisfactory. In the excellent mathematics lesson in Year 5, the teacher's excellent subject knowledge and high level of competence in using the National Numeracy Strategy, meant that the class was kept thinking for the whole lesson. The excellent pace meant that the lesson was always moving forward, but clarity of explanation and penetrating questioning ensured very good progress in learning. The excellent use of humour and praise meant that class management appeared virtually effortless and teacher and pupils were united in their enjoyment of learning. In contrast, in a Year 6 music lesson, the teacher's very good subject knowledge and carefully planned lesson did not make their full impact on learning, largely because of the disruptive behaviour of a significant minority of boys. In a school in which conduct is normally very good, this relatively unsatisfactory behaviour resulted in unsatisfactory progress in learning.
10. Careful and thoughtful planning of the curriculum results in the provision of a very good range of learning opportunities. For example, in a good Year 4 English lesson, pupils were comparing writing styles from tabloid, broad-sheet and local newspapers as preparation for writing their own articles. Good progress in learning resulted from a thoughtfully planned lesson. Similarly, in a good Year 3 English lesson, pupils made good progress in using non-fiction books to obtain information. The carefully assembled materials and graded work for different ability groups meant that pupils of all abilities, including those with special educational needs, built well on their existing knowledge and understanding.
11. In a very well planned and organised lesson at the end of the day, the teacher gave a Year 1 class in 'circle time' very good opportunities for imaginative responses. For example, responses to 'I wish I could.....' included 'be a vet', 'be a clown in a circus', 'be the Queen' and 'fly to fairyland'. The exercise improved speaking and listening skills very effectively and contributed very well to moral and social development. In a physical education lesson for the Reception class, the lesson had clear objectives for learning. The teacher had high expectations for conduct and safety awareness, and this resulted in good progress in physical co-ordination in throwing and catching. At the same time, work in pairs and teams resulted in good progress in communication skills and social development.
12. Teachers work very hard to prepare lessons which are interesting and stimulating. The teaching of the basic skills of literacy and numeracy is very effective, classes are very well managed and teachers have high expectations for pupils' concentration and conduct. As a result, pupils make

good progress in their learning in subjects across the curriculum. There is equality of access and opportunity for all groups of pupils in the school.

Pupils' attitudes to the school and behaviour are very good, as are relationships throughout the school.

13. This good progress in learning is rooted in pupils' very good attitudes and conduct. In virtually all lessons, pupils approach their work with interest and sustained concentration. They clearly enjoy being in school. Pupils are keen to contribute to lessons and give of their best. They are very happy to discuss their work with visitors and to explain what they are doing and why. Pupils of all ages are very articulate and speak confidently. This reflects their enthusiasm for what they are doing. This shared commitment to learning between teachers and pupils is a major factor in the school's success in achieving its very high standards of attainment.
14. The behaviour of virtually all pupils is very good both in and out of class. Pupils co-operate very well with each other and with adults. This results in mature and purposeful relationships in almost all lessons. Pupils settle quickly into their work and concentrate very well. They show a very good level of independence in their approach to work and a mature understanding of the impact of their conduct on others. At breaks and lunchtimes, play is lively but friendly and the inspection team found no evidence of bullying. Almost all pupils show an excellent level of respect for others and a wish to help and support each other. For example, in a discussion in a Year 6 lesson, a pupil with English as an additional language was encouraged to say a few words about her pet; when she did so, the class spontaneously applauded her.

The provision for pupils' moral and social development is very good.

15. A major reason for the high standards of behaviour and the positive attitudes throughout the school is that the provision for pupils' moral and social development is very good. Pupils are set very high standards with regard to their conduct both in class and around the school and respond accordingly. Pupils throughout the school are very clear as to what is right and wrong. The school's ethos promotes responsible behaviour. Pupils feel valued and this means that they learn to value others. The school's commitment to equality of opportunity, and the fact that any bullying and oppressive behaviour are regarded as quite unacceptable, help to reinforce the clear moral values held and practised by pupils throughout the school.
16. The personal and social development of pupils is given a high priority from the time that they enter the school. The success of this is shown by the high levels of behaviour and co-operation in class and at play. As they get older, opportunities for experiences outside class increase and these help to foster social development. Examples include participation in a 'Green and Art Week' for the environment, Book Week, Young Scientists projects and the choir's preparation for its participation in 'African Jigsaw'. Pupils have the opportunity to benefit from a number of clubs and activities: these include soccer, netball, recorder, choir and dance. Social development is also enhanced by a good range of visits and visitors to the school; these include residential visits for Years 4 and 6.
17. This very good provision for pupils' moral and social development is reinforced by all adults in the school, who set good examples in terms of conduct and relationships. Pupils develop a clear sense of the positive benefits that result from responsible and helpful conduct.

The educational and personal support for pupils is very good.

18. As part of its very good personal support for pupils, attendance and punctuality are carefully monitored and appropriate action taken where necessary. Health and safety issues in the school are very effectively monitored and appropriate action is also taken. Very good attention is paid to security.
19. Pupils are very well known to their teachers and this good knowledge is used well to ensure that

the school promotes the development of the whole child. An important innovation is the development of 'circle time', which is giving pupils throughout the school opportunities to share their ideas with others; at the same time, they are learning to respect and value the ideas of others. This work is reinforced by regular visits to the school from the Rector and Chair of Governors.

20. Pupils' academic progress is promoted very well. The school sets overall targets for Key Stages 1 and 2 and individual targets for each pupil. These targets are recorded in the annual reports to parents and can be amended during the year as necessary. A skills development scheme has been introduced to track progress in foundation subjects; early indications are that it is useful in monitoring the progress of individual pupils. Pupils' work in Key Stages 1 and 2 is moderated regularly, but this tends to be mainly in English, mathematics and science. The recently appointed deputy headteacher is developing strategies to measure the value added by the school as pupils move through the key stages. A working party of governors meets to analyse National Curriculum test results and to set future targets.
21. The school has developed very good procedures for assessing pupils' attainment and progress and for monitoring and supporting pupils' academic progress and personal development, and has good procedures for child protection. All these procedures are an important element in the school's drive to raise attainment academically while educating confident and socially responsible pupils.

Parents are very supportive of the school.

22. Parents are very supportive of the school in most major areas. Parents are pleased with academic standards, with the progress that their children make and with the quality of teaching. They believe that behaviour is good, that the school expects children to work hard and do their best and that children become more mature and responsible. There is clear support for the attitudes and values that the school promotes. Only four per cent of parents do not believe that the school is well led and managed.
23. Parents believe that the school has improved significantly since the last inspection. They believe that the headteacher, who has been appointed since the last inspection, has had a major positive impact. Parents believe that the accommodation is now better and that the new information and communications technology suite and library are having a positive effect on attainment and progress.
24. The school receives very effective support from parents both in and out of class. Many parents help regularly in school and still more help with visits and trips. A large number of parents make an excellent contribution to children's learning at home. The school is very appreciative of the support that parents give and is alert to the need to build on this very good foundation to maintain the existing standards of attainment and develop them further.

The leadership and management of the headteacher and other key staff are excellent. The school is supported very effectively by its governing body.

25. The headteacher, her deputy and other key staff have very clear views as to what the school is trying to achieve. Their vision is shared by the staff and by the governing body. There is an excellent commitment to driving up attainment and ensuring that pupils receive a rounded education and develop well as individuals. The school seeks to ensure that its pupils are socially acceptable, confident and articulate by the time they leave the school and have a mature awareness of the needs of others. The school is very successful in achieving this vision in practice. The school has improved very well since the last inspection and is in a very strong position to continue to improve.
26. Strategic planning is very effective and results from carefully managed consultations between the senior management team, the staff and the governing body. The school development plan is

written in the light of these consultations and progress towards the priorities identified within it is carefully monitored. The next school development plan then takes account of this progress so that successive school development plans develop a rolling programme for improvement. Financial management is prudent and has enabled the school to improve its accommodation very effectively in recent years. These improvements have had a positive effect on attainment and on the quality of teaching and learning.

27. The governing body is very active and fulfils its statutory responsibilities. Its carefully designed committee structure ensures that it has a very clear insight into the school's strengths and potential areas for development. Information derived from formal meetings is supplemented very well by the fact that many governors contribute regularly to the school's work. This frequent involvement means that governors are able to bring first hand knowledge to their deliberations. This good knowledge is enhanced by the roles that governors undertake in monitoring developments in literacy, numeracy and special educational needs liaison, and in the attachment of individual governors to particular year groups. The school appreciates this very good support from well-informed, committed and enthusiastic governors.
28. The school's senior management team consists of the headteacher and the Key Stage 1 and 2 co-ordinators, one of whom is the deputy headteacher. The team meets regularly and offers the school excellent leadership and management, both on a day-to-day basis and in longer term strategic planning. Teaching and learning are effectively monitored, the progress of individual pupils is regularly tracked and targets are set to promote further progress. These management systems are regularly scrutinised with a view to refining them and improving them further. Leadership and management are alert to possibilities for further improvement; for example, the Investors in People scheme is being actively worked towards, as are other possible developments, such as a school council. The school is in a very strong position to continue to improve.
29. Pupils know that the school values them and has high expectations for them. They work hard and their efforts are appreciated. This combination of high expectations and a concern for pupils as individuals is central to the school's success. Learning is strongly promoted and quality of learning experiences ensure that pupils work with interest and enthusiasm. Both parents and the wider community value the role that the school plays in the lives of their children.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. The school has a strong and healthy culture of self-evaluation, and there are no significant weaknesses for the school to address. The governing body's action plan will, however, respond to the findings of the inspection.

The school has identified areas for future development; these are:-

- **to develop the use of information and communications technology to support learning in subjects across the curriculum:**

while attainment in information and communications technology is at the level expected nationally at the end of Key Stage 1 and Key Stage 2, the school recognises that it does not fully exploit the possibilities of this new technology to support learning across the curriculum;

- **to develop pupils' experiences in the arts as a means of enriching learning.**

the school believes that recent initiatives such as the National Literacy and Numeracy strategies have, to an extent, diminished the role of the arts in the curriculum: it wishes to put greater emphasis on arts activities to broaden pupils' learning experiences and to restore more 'fun' to their learning;

- **the school wishes to work with parents to consider the concerns about homework**

expressed by many parents, both in the questionnaire and at the meeting.

the inspection team judges that homework is used well to promote learning, but the school recognises that many parents appear to have concerns and will seek to resolve them.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	18	53	26	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	372
Number of full-time pupils eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	64

English as an additional language	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence	%
School data	4.0
National comparative data	5.4

Unauthorised absence	%
School data	0.3
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	35	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	33	33
	Girls	29	29	29
	Total	61	62	62
Percentage of pupils at NC level 2 or above	School	94(96)	95(97)	95(92)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	33	33
	Girls	29	29	29
	Total	61	62	62
Percentage of pupils at NC level 2 or above	School	94(95)	95(96)	95(98)
	National	82(81)	86(85)	87(86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	27	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	26	26
	Girls	22	23	24
	Total	47	49	50
Percentage of pupils at NC level 4 or above	School	92(87)	96(78)	98(91)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	25	24
	Girls	23	22	24
	Total	43	47	48
Percentage of pupils at NC level 4 or above	School	84(85)	92(87)	94(86)
	National	68(65)	69(68)	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	3
Black – other	6
Indian	2
Pakistani	2
Bangladeshi	0
Chinese	3
White	332
Any other minority ethnic group	2

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	1	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)	14.2
Number of pupils per qualified teacher	26.3
Average class size	28.3

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	194

Financial information

Financial year	1998/9
	£
Total income	640,314
Total expenditure	619,423
Expenditure per pupil	1,812
Balance brought forward from previous year	8,476
Balance carried forward to next year	29,367

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	372
Number of questionnaires returned	160

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45	3	1	1
My child is making good progress in school.	34	56	6	2	2
Behaviour in the school is good.	34	61	2	0	3
My child gets the right amount of work to do at home.	11	63	22	2	2
The teaching is good.	31	59	5	0	5
I am kept well informed about how my child is getting on.	15	54	22	5	4
I would feel comfortable about approaching the school with questions or a problem.	42	47	8	2	1
The school expects my child to work hard and achieve his or her best.	41	53	5	0	1
The school works closely with parents.	27	52	16	2	3
The school is well led and managed.	43	45	3	1	8
The school is helping my child become mature and responsible.	36	52	6	1	5
The school provides an interesting range of activities outside lessons.	14	53	14	3	16