

INSPECTION REPORT

CHARLBURY PRIMARY SCHOOL

Charlbury

LEA area: Oxfordshire

Unique reference number: 123000

Acting Headteacher: Mrs L Ryde

Reporting inspector: Mrs Anne Johns
18579

Dates of inspection: 9 -10 July 2001

Inspection number: 192521

Short 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:	County
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Crawborough Charlbury Chipping Norton Oxfordshire
Postcode:	OX7 3TX
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Adrian Taylor
Date of previous inspection:	10 - 13 March 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school which is larger in size than most primary schools has 279 boys and girls on roll. The number on roll has increased since the previous inspection in March 1997. The percentage of pupils entitled to free school meals is below average. There are few pupils from ethnic minority backgrounds and no pupils speak English as an additional language. The percentage of pupils with special educational needs is below average, as is the percentage of pupils who have Statements of Special Educational Need. Pupils are admitted each term to the reception class and most children have had some other pre-school experience. Attainment on entry is slightly above average. The intake of the school includes pupils of a wider ability range than at the time of the last inspection, and there are more pupils who have special educational needs.

The school is situated in the small town of Charlbury, which is situated about six miles from Chipping Norton. The catchment area includes a mix of housing and pupils come from a diverse range of social backgrounds. The school has been through a significant period of change since the last inspection. In December 2000 the previous headteacher retired after 18 years and the current acting headteacher was appointed. A substantive headteacher has been appointed from September 2001. There have been several staff changes and there are currently four members of staff on temporary contracts.

HOW GOOD THE SCHOOL IS

Charlbury Primary School is an effective school that is committed to high standards and continuous improvement. In spite of a recent unsettled and difficult period, most pupils make good progress through the school and many achieve above average standards at the end of Key Stage 2, particularly in reading and science. The acting headteacher has provided clear and effective leadership and has been well supported by staff, parents and governors. Most of the teaching is good, particularly in Key Stage 2. Relationships are good and most pupils behave well. The school provides good value for money.

What the school does well

- Standards are above average in the core subjects at the end of Key Stage 1 and in science and reading at the end of Key Stage 2. The school makes good provision for higher attaining pupils and they achieve well.
- Teaching at the end of Key Stage 1 and in Key Stage 2 is particularly effective.
- There are strong cross-curricular links, which make the work interesting for the pupils.
- There are very good links with parents, who give a high level of support to the school. This has a positive impact on the standards achieved.
- There is good provision for personal development and relationships are positive in the school.

What could be improved

- The standard of writing in Key Stage 2 is below average.
- There are weaknesses in the provision for children in the Foundation Stage¹. The unsatisfactory accommodation and insufficient resources in the Foundation Stage, have a negative impact on the teaching, learning and curriculum.
- The behaviour of a small minority of boys at playtime is inappropriate.

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

¹ The Foundation Stage applies to children from three years of age to the end of the reception year in primary school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Since then it has made satisfactory improvement overall. Schemes of work have been developed or adopted in design and technology and information and communication technology (ICT), which has ensured more progression of skills in these subjects. Due to staff changes the appointment of a co-ordinator for these subjects is quite recent, but good progress has already been made in developing this role. The acting headteacher and acting deputy headteacher have provided effective management support to co-ordinators, for example, by providing cover to release staff from classroom teaching and by undertaking the monitoring of lessons, but because of the unsettled staffing situation this still needs further development.

The school development plan has been improved and now includes useful detail about areas for improvement. Teaching has improved in lower Key Stage 1. Further improvement is still required in the Foundation Stage. Planning has improved but in some lessons the learning objectives are not specific enough. They are broadly linked to the Early Learning Goals², but do not take enough account of the detail outlined in the 'stepping stones'³. Activities do not always provide sufficient challenge for the children. Outdoor play is too limited. The environment is too cramped, the décor needs urgent attention and resources are insufficient to support the learning. The development of this area is now an urgent priority.

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	
	1998	1999	2000	2000	
English	A	B	B	C	well above average A above average B average C below average D well below average E
Mathematics	B	A	A*	A	
Science	B	A	A*	A	

In mathematics and science the results for 11 year olds in the national tests in 2000 were in the highest five per cent nationally. In English they were above the national average. When compared with similar schools, standards in mathematics and science were well above average and in English they were average.

In the end of Key Stage 1 national tests in 2000, standards in reading and writing were well above average. In mathematics they were above average. In comparison with similar schools, standards in reading and writing were well above average, and in mathematics they were average.

² The Early Learning Goals set out what most children should achieve by the time they reach the end of the reception year in the primary school.

³ 'Stepping stones' show the knowledge, skills, understanding and attitudes that children need to learn during the Foundation Stage in order to achieve the Early Learning Goals.

The trend in the improvement of results over the last five years for all core subjects is above the national trend. The school has set realistic but challenging targets for the current year, which reflect the range of ability in the current cohort of pupils.

By the time pupils join Year 1 they have reached the Early Learning Goals. Based on inspection evidence, standards at the end of Key Stage 1 are above average in all core subjects. In Key Stage 2, they are above average in reading and in science. In mathematics they are slightly above average, with several pupils attaining higher levels. Standards are not as high as in the previous year, which may be due to the current cohort of pupils which includes more pupils with special educational needs. It may also be due to the unsettled period, which the school has been through. In each core subject, but particularly in science, higher attaining pupils achieve well. Pupils with special educational needs receive good support and achieve well. Most pupils make good progress through the school. In the Foundation Stage progress is satisfactory but it is hampered by a lack of suitable resources, including books.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils have positive attitudes to school and to their work.
Behaviour, in and out of classrooms	The behaviour of the majority of pupils is good, especially in lessons. Most pupils are polite, courteous and respectful. There is a small minority of boys who do not behave appropriately in the playground. This causes concern, particularly to the younger pupils.
Personal development and relationships	Personal development is good. Most pupils are mature and responsible. The relationships between pupils, and pupils and staff are good. Staff present good role models for the pupils.
Attendance	Attendance is satisfactory.

The revised behaviour policy is still in draft form. This is required urgently to enable all staff, including those new to the school to deal consistently with any problems. The school has worked hard to improve punctuality.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	satisfactory	satisfactory	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 teaching in the school is good overall. In about 60 per cent of lessons the teaching was at least good, with 13 per cent of very good teaching. In about 35 per cent of lessons the teaching was satisfactory and in four per cent it was unsatisfactory. This was in the Foundation Stage where the cramped accommodation and insufficient learning resources

hamper the teaching, learning and curriculum. Learning objectives are not specific enough, which slows the progress that the children make. In Key Stage 1 teaching was satisfactory overall, with consistently good teaching in Year 2, which has a very positive effect on attainment at the end of Key Stage 1. In 50 per cent of lessons the teaching was good and in 50 per cent it was satisfactory. The teaching indicates an improvement since the last inspection, particularly in lower Key Stage 1.

Teaching in Key Stage 2 was at least good in 85 per cent of lessons. It was very good in 23 per cent of lessons and satisfactory in 15 per cent. The teaching of science and reading are particular strengths and pupils achieve well in these areas. Older pupils have a wide range of scientific knowledge and use their skills well in experimenting and investigating. Pupils throughout the school read well, with fluency and good expression. The non-core subjects are taught in an interesting way that captures the pupils' interest and imagination, for example, in the very good quality work in history related to World War II.

Higher attaining pupils are challenged by the work which is set for them, and overall they make good progress and achieve well. The school meets the needs of all pupils in Key Stages 1 and 2, but does not meet the needs of all children in the Foundation Stage, as a few children in this stage are not challenged sufficiently. Pupils with special educational needs make good progress because of the effective support which they receive.

The teaching of mathematics, including numeracy skills, is generally good. Older pupils are taught in ability related groups which ensures there is sufficient challenge and lessons are matched well to the different levels of ability. The teaching of English, including literacy skills is satisfactory overall, but the teaching of writing is unsatisfactory. Teachers do not all have consistently high expectations of what pupils can achieve in their writing. This results in some careless mistakes, for example the inconsistent use of capital letters or simple words being wrongly spelt. There are some good examples of marking which helps the pupils develop their understanding, but this is not consistent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. There is a very good range of cross-curricular activities in Key Stage 1 and 2, for example in history and geography. The Foundation Stage curriculum has weaknesses especially with regard to outdoor play and with planning in connection to the Early Learning Goals.
Provision for pupils with special educational needs	Good. Pupils with special educational needs receive effective support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for spiritual, moral, social and cultural development is good. Pupils have a clear understanding of right from wrong. The school makes good provision for personal development through allocating tasks and responsibilities to pupils and through the school council.
How well the school cares for its pupils	Overall the school cares well for its pupils with a good level of pastoral support. Assessment procedures are good. Behaviour

	management is not consistently implemented.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher has provided clear and effective leadership during a difficult and unsettled period. She has been well supported by the senior management team, staff and governors.
How well the governors fulfil their responsibilities	The governors are keen and enthusiastic and fulfil their responsibilities satisfactorily. They are involved in strategic planning and provide a helpful role as a 'critical friend'. They are well informed, but they have not developed a systematic approach to monitoring the effectiveness of the school.
The school's evaluation of its performance	The school is beginning to make good use of data, for example, by analysing test results and using the results to group pupils for mathematics. Targets are set in relation to national tests, but pupils do not have individual short-term targets, for example, to help them to improve their writing.
The strategic use of resources	The school makes satisfactory use of resources, for example in relation to special educational needs. Staffing costs are high but the school strives to ensure that spending is directed towards improving pupils' achievements.

The principles of best value are applied appropriately. The parents play an important part in enriching the curriculum and they support the school very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards which pupils achieve and the progress they make. • The standard of teaching in the school. • Most children enjoy coming to school. • Regular and informative newsletters. • The leadership of the acting headteacher. • The caring ethos of the school. 	<ul style="list-style-type: none"> • The behaviour of a minority of boys at playtime. • Parents would like more information about homework and for it to be more consistent. A few parents would like more homework for older pupils. • Parents would value more information about how their children are getting on. • About 30 per cent of parents who responded to the questionnaire said they would like a wider range of activities outside of lessons.

The evidence gained during the inspection supports the favourable views of the school held by most parents. The inspection team agrees that the behaviour of a small minority of boys at playtime is a cause for concern. The setting of homework has been inconsistent at times due to the unsettled staffing situation. The team judges that parents are generally appropriately informed about their children's progress. The school provides a reasonable range of activities outside lessons, often with the very good support from parents, for

example, swimming. The activities on offer are similar to those found in most primary schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are above average in the core subjects at the end of Key Stage 1 and in science and reading at the end of Key Stage 2. The school makes good provision for higher attaining pupils and they achieve well. Teaching at the end of Key Stage 1 and in Key Stage 2 is particularly effective.

1. Attainment on entry to the school is slightly above average, although there is a wide range of ability. Pupils make steady progress through Key Stage 1 and make good progress in Year 2 because of the good quality of teaching in that year. In the national tests in 2000, standards were well above average in reading and writing and above average in mathematics. There are more pupils with special educational needs in the current cohort in Year 2 but overall standards are still above average. Pupils achieve good standards in mathematics with about 25 per cent of pupils achieving the higher level. The pupils read with interest and expression, and benefit from good support from home. Many pupils achieve above average standards. Although most pupils achieve the expected standards in writing only a few achieve higher levels. In science, standards are above average and pupils develop their knowledge, skills and understanding well.
2. In the national tests in 2000 pupils at the end of Key Stage 2 achieved above average standards in English and very high standards in mathematics and science. The results in these subjects were in the top five per cent in the country. Standards in the current cohort, based on inspection evidence, are not so high, which reflects the range of ability and the number of pupils with special educational needs in the cohort. Most teaching is at least good in Key Stage 2, and most teachers have high expectations of what the pupils can achieve. Standards in mathematics are slightly above average, with several pupils attaining higher levels. In reading they are above average. Most pupils are fluent readers who enjoy a range of texts and read with good expression. They read regularly at home and at school, which has a positive effect on their attainment. They talk about authors which they particularly enjoy and explain their reasons clearly. This indicates good improvement in this area since the last inspection. In science they achieve above average standards. They develop good investigation and research skills, for example when finding out about food chains. They use a wide range of scientific language and identify key factors in a fair test. They are confident when using evidence to provide a clear scientific explanation. In mathematics, standards are slightly above average, with a significant number of pupils achieving the higher level. Skills in problem solving are especially good.
3. Most higher attaining pupils achieve well in Key Stage 1 and 2. Teachers know the pupils well and they plan carefully and effectively for their needs. In a very successful Year 3 mathematics lesson, writing their own directions for the 'Roamer' challenged higher attaining pupils. Activities usually challenge and stimulate the pupils, which motivates them well, sustaining their interest and concentration. High quality work was observed across the curriculum, including interesting and thought provoking work in history, geography, design and technology and art. The setting of pupils in Year 5 and 6 for mathematics works well. In a very successful mathematics lesson, identifying the properties of an isosceles triangle challenged higher attaining pupils very well. High expectations and thorough planning ensured the needs of all pupils were met very well. There is a teacher and a governor with

responsibility for higher attaining pupils. This helps to ensure that the needs of these pupils are met. A few parents commented that their child was not sufficiently challenged. There is not a systematic programme for monitoring the teaching and learning, to help ensure that pupils in all classes are challenged by work which matches their ability.

4. The teaching in Key Stage 2 was mainly good with 23 per cent of very good teaching. Most teachers have high expectations of what the pupils can achieve. They plan well with clear objectives and manage the class effectively, ensuring there is time for a plenary session to reinforce the learning. The last inspection identified the need to improve the teaching in lower Key Stage 1, particularly in English, science and art and this has been achieved. No teaching was less than satisfactory in Key Stage 1, with 50 per cent of good teaching. The teaching in Year 2 was consistently good, with high expectations of achievement and clear explanations of the tasks, which were well matched to the pupils' different abilities. This good quality of teaching has a positive impact on the progress that the pupils make and the standards which they achieve.

There are strong cross-curricular links, which make the work interesting for the pupils.

5. Although literacy and numeracy are an important part of the school's curricular provision, all staff fully understand their importance as a means through which other subjects can be explored. The work is often linked to a topic which encourages the pupils' interest and fires them with enthusiasm. The pupils enjoyed talking about history topics, such as the work related to World War II. In Years 5 and 6 some very good models enhanced the work on Egyptians. In lower Key Stage 1 and in the Foundation Stage, the pupils benefited from an exciting visit to a wildlife park, which resulted in an interesting range of follow up activities.
6. The previous inspection identified the need to improve continuity and progression in design and technology and ICT in both key stages. This has been achieved and there is now a range of stimulating work taking place across the school, which show a clear progression in the development of skills. Throughout the school careful and expressive art work enhances the learning. Since the last inspection the school has developed the use of ICT. For two days each week the computers are moved to one room to enable useful class work to take place. This is then reinforced in classrooms during the week. During the inspection ICT was used well to support learning across a range of topics.
7. About 30 per cent of parents who responded to the questionnaire were concerned about the range of extra-curricular activities which the school provides. Within the time available the school provides a reasonable amount of extra-curricular activities. All pupils have opportunity to join in a residential visit, which leads to much exciting work. Classes have educational visits in the local environment and beyond. After school clubs and activities such as choir, gardening, netball and swimming are very well attended. Many pupils learn to play the recorder. The school environment is used well to promote learning, for example, in the wildlife area.

There are very good links with parents, who give a high level of support to the school. This has a positive impact on the standards achieved.

8. Parents are very interested in the school and support their children very effectively. The large number who returned the questionnaire confirms this. The quality of the school's work in partnership with its parents is very good. Parents are involved, consulted and responsive to all aspects of school life. There is a close partnership and support in the process of helping children to learn. Parents and teachers are mutually aware of the expertise and experience which they have to offer in their respective roles.
9. Parents are warmly welcomed into school at all times of day. The acting headteacher has worked hard to further develop the role of parents in school. Several parents help in classes by hearing readers, or generously giving their time to organise the after school swimming. The school uses the skills of parents very well, for example, in the excellent drumming workshop sessions. At the end of these sessions the older pupils gave a very good, lively and stimulating performance to fellow pupils, which was much enjoyed.
10. The parents' association raises huge sums of money for the school, considerably boosting its annual income, and enabling many additional resources to become available. The parents organise a range of exciting events such as the 'Charlbury Beer Festival', May Day celebrations, summer fair and auctions. All these activities are very well attended.
11. Parents support their children's learning very well by hearing them read regularly and by making useful comments in the reading booklets. They support homework well, although several parents would like more information about homework and also more regular homework for their children. The school realises that in some classes homework has become inconsistent, possibly because of staff changes and intends to rectify this next term. The pupils' targets are shared with parents to involve them in the learning. Parents commented very favourably on the leadership of the acting headteacher during an unsettled time, and her openness to suggestions. They feel well supported and welcome in the school. Parents are positive about the regular newsletters that are sent home each week, which provide very useful information about school events. There is a very good starter pack for new parents with particularly good advice about supporting reading.

There is good provision for personal development and relationships in the school are positive.

12. There are good relationships in the school between pupils and pupils and staff. This enables the pupils to feel confident and to want to achieve their best. In most classes there is a good level of mutual respect, which raises the pupils' self-esteem and helps them feel able to discuss any concerns with their teacher. The quality of the relationships helps to foster a strong commitment to learning, overall good standards of behaviour and positive attitudes to school. Most pupils relate well to each other. They understand what is expected of them and they respond willingly to the school rules. They are polite, courteous and friendly to visitors. There is an appropriate emphasis on care and consideration for others.
13. The school makes good provision for personal development by encouraging pupils to be independent and also to play a full part in the life of the school. The school council, which was formed in January, meets most weeks. This includes a boy and girl from each class. They discuss a range of important topics and make suggestions to the staff, for example having extra Year 6 pupils 'on duty' at

lunchtime, and being allowed to eat fruit at playtime. At a meeting with some members of the council during the inspection they put across their views very clearly and demonstrated excellent ideas. In addition, Year 6 pupils help with the younger children at lunchtime and pupils generally help around the school with a range of tasks for which they volunteer. There is a range of class-based responsibilities and also library monitors. Pupils feel free to make suggestions and they make use of a suggestion box for their ideas. They feel that the staff take note of their ideas. Residential visits also help to develop personal skills by encouraging independence.

WHAT COULD BE IMPROVED

The standard of pupils' writing is below average in Key Stage 2.

14. The school has focused on improving standards in spelling and handwriting, and recently purchased a commercial scheme to help to ensure more consistency in this area. The introduction of the scheme is recent, but an analysis of pupils' books indicates that it is having a positive impact.
15. In Key Stage 1 pupils are developing handwriting of accurate form which is consistent in size. In Key Stage 2 many pupils do not have a consistently formed cursive style of handwriting. Pupils' handwriting is not always legibly formed and joined in style. Pupils' work shows that most pupils can write neatly when they are expected to do so, but teachers do not always have consistently high expectations of what the pupils can achieve. By the end of Key Stage 1, the spelling of short, simple words is usually correct as pupils develop their phonic skills. In Key Stage 2, there are too many careless mistakes. Many pupils can spell words correctly, but tend to complete their writing without enough thought. Capital letters are not always used correctly, for example when writing names, and there is insufficient use of correct punctuation and grammar within sentences.
16. In Key Stage 1 there is developing use of interesting vocabulary, although analysis of work indicates only a few pupils achieving higher levels with their writing. In Key Stage 2, although there is some interesting use of vocabulary, particularly in writing poetry and in cross-curricular work such as history, overall standards are below those expected. The school realises this and is increasing the emphasis on writing skills, as identified in the school development plan. There has been some monitoring in English, but this has not been systematic or specifically focused on writing. Pupils have targets in relation to the national standards, but they do not have individual short-term targets, which involve them or focus their attention on improving such skills as the correct use of capital letters. There have been several staff changes over the recent months and staff have worked very hard to succeed in providing continuity for the pupils during a difficult time. However, there is a lack of consistency in the expectations of a few staff. In most classes work is marked regularly with useful comments which involve a response from the pupils, helping to develop their understanding. In a few classes work is not corrected or marked regularly and pupils continue to repeat careless mistakes. Most teachers insist on well-presented work, but this is not always the case and too much work is rushed, in pencil and untidy.

There are weaknesses in the provision for children in the Foundation Stage. The unsatisfactory accommodation and insufficient resources in the Foundation Stage have a negative impact on the teaching, learning and curriculum.

17. There are 33 children in the Foundation Stage, 18 of whom attend part time in the reception class with ten children who attend full time. A further five children attend full time in a mixed Year 1 and reception class. There is a mixed range of ability on entry to the school, with a wider range and more children with special educational needs than at the time of the last inspection. There are also several higher attaining children. Overall attainment on entry is slightly above average. By the time most pupils begin Year 1, most achieve the standards expected for the age in each area of learning.
18. An issue from the last inspection was to improve the quality of teaching for under-fives by improving the planning to take greater account of their learning needs and to provide more challenging work supported by effective guidance and interventions. The planning has improved and is now linked to the Early Learning Goals, although it does not take sufficient account of the detail identified in the 'stepping stones'. In the mixed age class there is appropriate planning for the younger children which indicates the provision of activities related to the Foundation Stage curriculum. Overall, the lesson planning in reception is too broad and does not clearly indicate specific learning objectives which set out exactly what the children are to learn and how. This has a negative impact on the progress that the children make and not all children make as much progress as they could.
19. The environment for the Foundation Stage is unsatisfactory due to lack of sufficient space in which to adequately teach all the areas of learning. This hampers the quality of the teaching, learning and curriculum. In a minority of lessons observed in the Foundation Stage the teaching was unsatisfactory, but there were also some weaknesses in some satisfactory lessons. Activities were not always sufficiently challenging, and a minority of pupils were not engaged in the lessons or purposefully involved. In less successful lessons the pace was too slow which meant that children lost interest and their behaviour deteriorated. When activities were planned more appropriately, the children persevered and enjoyed the task, for example when working with support staff sorting pairs of animals into Noah's Ark.
20. The outdoor area has not been developed since the last inspection. It is used occasionally for group activities but the children do not have opportunity to play safely on wheeled toys. Space indoors is very limited, with too much room taken up by old, drab furniture. The area is very difficult to manage and includes a central area shared with other classes. It is therefore very difficult for staff to observe and monitor what the children are doing. The book corners are not exciting areas which make the children want to read. The décor of the area is in urgent need of improvement. The staff have brightened up the area with attractive displays of children's work, such as that related to the exciting visit to the wildlife park. However, the whole area does not provide enough space and opportunity for young children to make good progress in all of the areas of learning.
21. Resources, particularly books are inadequate. They are in a poor condition and do not inspire young children to want to read. Teachers supplement the books by using the local library and bringing in books of their own. There are insufficient resources relevant to the Foundation Stage curriculum, including wheeled toys. The Foundation Stage has been identified by the school as an area for development next year and it is an urgent priority in order to bring the quality of provision up to the good standard of that provided elsewhere in the school.

The behaviour of a small minority of boys at playtime is inappropriate.

22. The majority of pupils behave well in school and in the playground. Most parents agree that overall the school promotes good behaviour. The majority of pupils realise the impact of their actions on others and have a clear understanding of right from wrong. There is a minority of boys who do not always behave appropriately during playtimes. This causes concern to other pupils, particularly the younger ones. Although no incidents of bullying were observed during the inspection, some parents and pupils have serious concerns. During the inspection there was a range of over boisterous behaviour from several boys. The very hard kicking of footballs also poses a problem. Football is confined to one area but younger children tend to stray into the area.
23. The problem regarding the inappropriate behaviour of some boys at playtime was identified by parents and also by pupils during the inspection. The school is aware of the problem and has recently introduced several strategies, which are beginning to have a positive impact on the situation. These include mid-day supervisors each being responsible for one particular area of the playground and using books to record any incidents. The pupils enjoy receiving 'smiley awards', which can be for good behaviour and are displayed in the hall. The school council has also been involved in discussing this problem and offered helpful solutions such as more Year 6 pupils looking after the younger pupils.
24. The revised behaviour policy, which includes clear guidelines regarding bullying, is still in draft form, awaiting final agreement. This is required urgently so that all staff, pupils and parents are fully aware of expectations, sanctions and rewards. It is especially important with changing and new staff that everyone is clearly informed about the school policy and can therefore deal consistently with any incidents that may occur.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. In order to build upon the strengths and continue the improvements made, the headteacher, governors and staff should:
 - (1) Improve the standard of writing in the school by:
 - developing a systematic programme of monitoring;
 - setting individual short-term targets;
 - ensuring that all teachers have consistently high expectations of what the pupils can achieve. *
 - (2) Improve the provision, accommodation and resources for the children in the Foundation Stage.*
 - (3) Improve the behaviour of a small minority of boys at playtime.*

** The school has already identified these areas for improvement*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	48	35	4	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)	n/a	279
Number of full-time pupils known to be eligible for free school meals	n/a	23

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	47

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	7

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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
	2000	11	19	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	19	19	18
	Total	30	30	29
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (96)	97 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	19	16	16
	Total	30	27	27
Percentage of pupils at NC level 2 or above	School	100 (96)	90 (98)	90 (98)
	National	84 (82)	88 (86)	88 (87)

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
	2000	24	14	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	23	23
	Girls	12	14	14
	Total	31	37	37
Percentage of pupils at NC level 4 or above	School	82 (72)	97 (83)	97 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	22	23
	Girls	12	14	14
	Total	31	36	37
Percentage of pupils at NC level 4 or above	School	82 (76)	95 (79)	97 (93)
	National	70 (68)	72 (69)	79 (75)

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	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	11

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)	11
Number of pupils per qualified teacher	25.4:1
Average class size	27.9

Education support staff: YR – Y6

Total number of education support staff	8.0
Total aggregate hours worked per week	146

Financial information

Financial year	2000/2001
	£
Total income	519,085
Total expenditure	523,021
Expenditure per pupil	1,959
Balance brought forward from previous year	12,240
Balance carried forward to next year	8,304

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	279
Number of questionnaires returned	164

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	32	5	1	0
My child is making good progress in school.	44	49	4	1	2
Behaviour in the school is good.	36	49	9	2	4
My child gets the right amount of work to do at home.	28	46	18	3	5
The teaching is good.	54	39	4	0	3
I am kept well informed about how my child is getting on.	30	44	21	4	1
I would feel comfortable about approaching the school with questions or a problem.	65	27	6	1	1
The school expects my child to work hard and achieve his or her best.	51	45	2	1	1
The school works closely with parents.	39	44	13	2	2
The school is well led and managed.	57	34	5	3	1
The school is helping my child become mature and responsible.	49	41	7	2	1
The school provides an interesting range of activities outside lessons.	23	37	22	8	10

Other issues raised by parents

Several parents praised the high level of pastoral care provided for their children.

Parents would like there to be more use of the sports field.

Several parents feel that preparation for the national tests puts undue pressure on staff and children.