

INSPECTION REPORT

. Matthew's C.E. Aided Primary School

Enfield

LEA area: Enfield

Unique Reference Number: 102054

Inspection Number: 193896

Headteacher: Mrs. Janet Hoyle



Reporting inspector: Mr Robert Greatrex

Dates of inspection: 22nd –25th November 1999

Under OFSTED contract number: 706613

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and Junior |
| Type of control: | Voluntary Aided |
| Age range of pupils: | 4 to 11 years |
| Gender of pupils: | Mixed |
| School address: | South Street Ponders End Enfield Middlesex EN3 4LA |
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| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mr. Geoffrey Bengel |
| Date of previous inspection: | 21 st –24 th May 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | Subject responsibilities | Aspect responsibilities |
|---|--|---|
| Robert Greatrex, Registered Inspector | English Geography History Music Provision for children under five English as an additional language | Attainment and progress Leadership and management |
| Candy Kalms, Lay Inspector | | Attendance Support, guidance and pupils' welfare Partnership with parents and the community The efficiency of the school |
| Martin Beale | Physical education | The quality of teaching Staffing, accommodation and learning resources |
| Clive Parsons | Science Design and technology Equal opportunities | Curriculum and assessment |
| Tom Smith | Mathematics Information technology Art Special educational needs | |

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MAIN FINDINGS

What the school does well

- Pupils' attitudes and behaviour are good, and they have good relationships with one another and the staff generally.
- The senior management team is effective in moving the school forward.
- There is good teaching in Years 2, 5 and 6 and pupils make quicker progress in these years than in other years.
- Pupils' spiritual, moral, social and cultural development is good overall.
- The school ethos is good.

Where the school has weaknesses

- Standards are low throughout the school in information technology.
- The quality of teaching in Year 3 generally, and throughout the school in physical education in particular, is unsatisfactory.
- Financial planning and control are weak and this has led to a very high budget surplus.
- The Governing Body does not play a sufficiently active part in the life of the school.

The school's strengths outweigh its weaknesses. Furthermore, there is evidence of many recent changes that are beneficial and future plans that are appropriate. Even so, the weaknesses are in important areas and some have remained since the previous inspection. This is a cause for concern.

The governors' action plan will set out how the weaknesses identified during the inspection will be tackled. It will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made satisfactory improvement overall since the previous inspection, and this improvement has been particularly good since the arrival of the current headteacher and deputy headteacher. During this time, the school has chosen priorities carefully and addressed them well. Those chosen have been appropriate.

The school has made satisfactory progress in implementing the findings of the previous inspection. Written policies and schemes of work are now in place for all subjects. These, and the curriculum framework, have been beneficial particularly in enabling new staff to know quickly what to teach and when. Good progress has been made in developing assessment procedures. A range of external tests is used alongside the school's own procedures which include target-setting for each pupil. Information gathered is used well. Reports to parents now meet statutory requirements.

The school has made insufficient progress in two important areas. Although training followed the previous inspection, and targets were set and achieved, the small proportion of unsatisfactory teaching remains. Long-term planning for the financial management and development of the school also remains a weakness, and this has led to a very high budget surplus with no plans for its use. This money should have been spent on the education of the pupils in the school at the time.

Many beneficial changes have already taken place since the appointment of the new headteacher and the formation of the senior management team. Although many staff are relatively new, teamwork is developing successfully. Providing the Governing Body is able to fulfil its role effectively, the school is well placed to make further improvement.

Standards in subjects

The table shows the standards achieved by 11-year-olds in 1999 based on the National Curriculum tests:

| Performance in | Compared with all schools | Compared with similar schools | Key | |
|----------------|---------------------------|-------------------------------|---------------------------|---|
| English | C | C | <i>well above average</i> | A |
| | | | <i>above average</i> | B |
| | | | <i>average</i> | C |

| | | |
|-------------|---|---|
| Mathematics | B | C |
| Science | C | D |

| | |
|---------------------------|----------|
| <i>below average</i> | <i>D</i> |
| <i>well below average</i> | <i>E</i> |

Overall, current standards of attainment are similar to those at the time of the previous inspection report. When pupils' results at the age of eleven are compared with those that they achieved at the age of seven, the vast majority of pupils make the progress expected of them and some do better than this.

Attainment in the 1999 national tests for eleven-year-olds were above the national average in mathematics but in line with the national average in English and science. When compared with similar schools, results in English and mathematics were average whilst results in science were below. The inspection findings confirm standards in English and mathematics are in line with national expectations, and that science has improved and is now also in line with expectations.

Standards of attainment in the 1999 national tests for seven-year-olds were above the national average in reading and mathematics, but average in writing. Comparisons with similar schools produce identical results except in writing where standards are below the average. Teacher assessments in science show that the majority of pupils achieve the expected standard. All of these results are consistent with inspection judgements.

Throughout the school, standards in information technology are below expectations for the pupils' age, and progress is unsatisfactory. No strands of the subject are adequately covered and pupils are given too little opportunity to use the equipment to develop the necessary competence. Progress in other subjects is generally sound. Exceptions are in history, where it is good, and art and physical education, where it is unsatisfactory. In art this is due to a narrow curriculum which gives pupils limited opportunities. In physical education, the quality of teaching limits progress generally whilst the accommodation restricts elements such as gymnastics and games.

Quality of teaching

| Teaching in: | Under 5 | 5 – 7 years | 7 – 11 years |
|------------------------|--------------|--------------|--------------|
| English | satisfactory | satisfactory | satisfactory |
| Mathematics | good | satisfactory | satisfactory |
| Science | | satisfactory | satisfactory |
| Information technology | | satisfactory | satisfactory |
| Religious education | | | |
| Other subjects | satisfactory | satisfactory | satisfactory |

The quality of teaching is satisfactory overall, but there are particular weaknesses. Teaching was satisfactory or better in a little over eight lessons in every ten observed, and good or very good in over half; however, it was unsatisfactory or poor in almost one lesson in every five. The vast majority of this unsatisfactory teaching was in Year 3. Compared with figures nationally, the proportion of unsatisfactory teaching is high.

Throughout the school, English and mathematics are both taught successfully using the National Frameworks. Teaching in Years 2, 5 and 6 is consistently good.

The teaching of information technology is largely ineffective and teaching of physical education a weakness. Although teaching at Key Stage 2 is satisfactory or better in three classes out of four, the remainder represents a very high proportion of unsatisfactory teaching.

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

Other aspects of the school

| Aspect | Comment |
|---|---|
| Behaviour | Good: it is beneficial to pupils' progress in lessons and the smooth running of the school in general. |
| Attendance | Satisfactory: although a high proportion of absence is due to term-time holidays. Punctuality is unsatisfactory, many pupils arriving late for school so that lessons are interrupted or delayed. |
| Ethos* | Ethos: relationships are strong and attitudes very positive. There is a purposeful learning atmosphere. Whilst there is a commitment to high standards, this does not yet meet the needs of pupils with higher attainment levels sufficiently. |
| Leadership and management | Good overall: the school is well led by the senior management team and there is a clear educational direction. Teaching and support staff are equally effective in their roles. Whilst governors have recently taken a more active part in the life of the school, they are not yet fully effective in all their roles. |
| Curriculum | Satisfactory overall: assessment is thorough and used well. Recent initiatives such as "progress books" are beneficial when targets are set for future improvement. Planning is also good; however, there are weaknesses in provision for information technology, art and physical education. Extra-curricular activities are good. |
| Pupils with special educational needs | Satisfactory overall: pupils' targets are known and referred to regularly by all adults working with them. Support staff are deployed effectively. |
| Spiritual, moral, social and cultural development | Good overall: a significant factor in the positive response of the vast majority of pupils, which in turn helps create the strong sense of community within the school. |
| Staffing, resources and accommodation | Despite a relatively large turnover of teachers recently, staff form an effective team. Accommodation has recently been extended, but the hall is limited and the site cramped. This restricts some activities. Learning resources are sufficient and of good quality. |
| Value for money | Standards are sound overall, the atmosphere good, and pupils behave well and demonstrate positive attitudes; however, funding is very high and a large surplus has been created without any plans for its use. The school therefore provides unsatisfactory value for money. |

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

| What most parents like about the school | What some parents are not happy about |
|--|---|
| <ul style="list-style-type: none">● They are encouraged to play an active part in school life.● It is easy to approach the school with questions or problems to do with their children.● The school enables their children to achieve a good standard of work.● The school keeps them well informed about their children's progress.● Their children like school.● They are kept informed about what is taught.● The school encourages positive values and attitudes.● Behaviour in the school is good. | <ul style="list-style-type: none">● Parents expressed no significant concerns and |

Parents are strongly supportive of the school. Although the table above indicates those questions parents most strongly agreed with, the proportion agreeing with, or strongly agreeing with, all questions was high.

Inspection findings support parents' positive views generally, although inspectors judged standards to be average rather than good.

KEY ISSUES FOR ACTION

In order to improve the quality of education provided, the governors, headteacher and staff should:

raise standards in information technology by:

- making better use of existing resources to provide a curriculum including all strands of the subject
- improving planning so that all pupils have regular access to the subject
- training staff so that they have the confidence and necessary knowledge to include information technology in their lessons and exploit the opportunities offered by the subject; (Paragraphs 21, 50, 154, 155, 156, 158, 159, 160, 161, 179, 180, 195)

improve the quality of teaching in Year 3 and of physical education generally through the school; (Paragraphs 22, 24, 40, 42, 45, 46, 49, 78, 88, 131, 132, 135, 142, 143, 150, 151, 152, 189, 194, 196, 197, 198, 199, 203, 206)

improve the quality of financial control and planning by:

- ensuring that future budget surplus is within recommended limits, unless money is put aside for particular developments
- ensuring that financial planning is closely linked to both current and longer-term educational developments, and that these are costed and prioritised; (Paragraphs 82, 88, 95, 96, 97, 98, 101, 102)

extend the part played by governors in the school by:

- ensuring that governors are fully and appropriately involved in determining, monitoring and evaluating the school's development
- ensuring that governors comply with statutory requirements in child protection and health and safety policies. (Paragraphs 70, 71, 73, 82, 83, 87, 88, 96, 97, 98)

In addition, the following minor points for improvement should be considered for inclusion in the action plan:

continue to build upon recent improvements in assessment and planning to match activities to higher-attaining pupils, particularly in mathematics and science (Paragraphs 11, 20, 23, 45, 52, 124, 133, 139, 144, 148, 150, 152, 184, 187)

seek ways to improve pupils' punctuality (Paragraphs 39, 69)

make better use of the information library, particularly to enable pupils to develop and practise their study skills, especially their use of the classification system. (Paragraphs 25, 128, 153)

INTRODUCTION

Characteristics of the school

The school is situated in the London Borough of Enfield. It serves the parish of Saint Matthew's, designated an Urban Priority Area. The pupils, however, come from a wider area and a balance of rented and owner-occupied housing. In recent years the school has had grant maintained status, but since September 1999 it has reverted to voluntary aided status.

Currently there are 205 boys and girls, aged from four to eleven, on the school roll. There are a similar number of boys and girls. The school is heavily over-subscribed.

All classes have a one-year age span. There are seven classrooms in all. The school accommodation also includes a small hall and information and fiction libraries.

Before starting school, nearly all children have some pre-school experience. The attainment of children when they first join varies considerably from year to year. Overall, it is broadly in line with national expectations at this age except in reading and writing, where it is low.

There are currently 37 per cent of pupils from ethnic minority groups, a proportion above the national average, and 5 per cent of pupils speak English as an additional language, a proportion also above the national average.

Approximately 21 per cent of pupils are known to be eligible for free school meals, similar to the national average.

There are 48 pupils on the school's register of special educational needs, a figure slightly above the national average. Of these pupils, 1.5 per cent have statements of special educational needs, a proportion similar to the national average.

The school largely meets its stated aims. These are to develop each pupil's potential, including their spiritual development, to promote attitudes of mutual respect and responsibility, provide an attractive and welcoming environment, and to work in partnership with parents, parish and the local community. Whilst there is no pressure to be practising Christians, Christian values are built into the ethos of the school.

9. The current priorities of the school are:

to improve further the quality of teaching and learning;

to implement fully the National Numeracy Strategy;

to develop further assessment, record keeping and portfolios of work;

to strive to achieve the challenging targets set for national test results in 2000 and beyond;

to develop further the role of the senior management team to support raising of achievement particularly;

to develop further staff and governor accountability.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 1999 | 11 | 18 | 29 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Number of pupils at NC Level 2 or above | Boys | 9 | 8 | 9 |
| | Girls | 16 | 16 | 16 |
| | Total | 25 | 24 | 25 |
| Percentage at NC Level 2 or above | School | 86(93) | 83(97) | 86(97) |
| | National | 82(77) | 83(81) | 87(84) |

| Teacher Assessments | | Reading | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 2 or above | Boys | 9 | 9 | 9 |
| | Girls | 16 | 16 | 16 |
| | Total | 25 | 25 | 25 |
| Percentage at NC Level 2 or above | School | 86(97) | 86(97) | 86(100) |
| | National | 82(81) | 86(85) | 87(86) |

1

Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 1999 | 11 | 11 | 22 |

| National Curriculum Test Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 4 or above | Boys | 5 | 8 | 10 |
| | Girls | 8 | 9 | 9 |
| | Total | 13 | 17 | 19 |
| Percentage at NC Level 4 or above | School | 59(85) | 77(85) | 86(93) |
| | National | 70(65) | 69(59) | 78(69) |

| Teacher Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 4 or above | Boys | 6 | 9 | 10 |
| | Girls | 8 | 8 | 9 |
| | Total | 14 | 17 | 19 |
| Percentage at NC Level 4 or above | School | 64(85) | 77(89) | 86(89) |
| | National | 68(65) | 69(65) | 75(72) |

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

| | | % |
|-------------------------|---------------------------|-----|
| Authorised Absence | School | 3.9 |
| | National comparative data | 5.7 |
| Unauthorised Absence | School | 0.1 |
| | National comparative data | 0.5 |

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

| | Number |
|--------------|--------|
| Fixed period | 1 |
| Permanent | 0 |

Quality of teaching

Percentage of teaching observed which is:

| | % |
|------------------------|----|
| Very good or better | 12 |
| Satisfactory or better | 82 |
| Less than satisfactory | 18 |

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

Standards as shown by the national test results and inspection findings at the time of the previous inspection were sound throughout the school in all subjects. Current standards are similar in all subjects except information technology, art and physical education where they are below expectations by this age.

In the 1999 national tests for eleven-year-olds in English, the overall results were in line with both the national average and the average for similar schools; however, the proportion of pupils achieving Level 4, the expected level, is very low whilst the proportion exceeding it is very high. In mathematics, the results were above the national average but in line with those of similar schools. The proportion of pupils achieving the expected level is above both the national and similar schools average, whilst the proportion achieving a higher level is similar to the average for both types of schools. In science, the results were in line with the national average but below those of similar schools. The proportion of pupils achieving the expected level is above both the national and similar schools average, whilst the proportion achieving a higher level is similar to the national average but below that for similar schools. The results for both mathematics and science suggest that a number of the higher attainers are not doing as well as might be expected, and this is confirmed by inspection findings.

The average levels of pupils are similar to those achieved nationally in English and science, and above in mathematics; however, when these results are compared with similar schools, they are less favourable. In English and mathematics they are similar, whilst in science they are below. Care must be taken when using these comparisons. That made with "similar schools" is based on the proportion known to be eligible for free school meals. This calculation is made in broad bands. In 1999 the school was near the next band, which would have given far more favourable results. Since then the school has been moved into this more favourable band for comparisons in 2000. Furthermore, the number of pupils taking the tests recently has varied considerably with some small year groups and this, too, means comparisons must be used carefully.

When pupils' results at the end of Key Stage 2 are compared with their results at the end of Key Stage 1, the vast majority make at least satisfactory progress. In English and science eight in every ten pupils made at least the progress expected, in mathematics this rose to nine out of every ten. In English, no pupil made better than expected progress, whilst in mathematics two in every ten did, and in science three in every ten.

In the 1999 national tests for seven-year-olds, nine out of every ten pupils achieved the level expected in reading and three out of every ten exceeded it. In writing, eight out of every ten achieved the expected level, but the proportion exceeding it was very low: the equivalent of three in every hundred. When compared with schools nationally and similar schools, the proportion achieving the expected level is high in reading but low in writing. When the proportion exceeding the expected level is compared, it is similar in reading but low in writing. In mathematics, nine out of every ten pupils achieved the expected level and three out of every ten exceeded it. When compared with national schools and similar schools, the proportion achieving the expected level is similar whilst

the proportion exceeding it is high. Although over the last four years, results in all subjects have declined gradually, the 1999 results mirror the baseline assessment, where attainment is higher in mathematics than either reading or writing, and suggest pupils are making satisfactory progress through reception and Key Stage 1.

Over time, both boys and girls have achieved above average test results. A relative weakness has been boys' results in English. The school is aware of this and the response is appropriate.

Inspection findings are that standards in English, mathematics and science are in line with those expected nationally. Although these are similar to the findings of the previous inspection, there is evidence that standards have declined gradually over recent years. The inspection evidence suggests that this is due to the rapid turnover of staff and the inconsistencies that have resulted. There is clear evidence of recent improvement in the quality of education provided, particularly in the core subjects of English, mathematics and science.

Children enter reception with a range of attainment levels similar to those expected nationally for children of this age. Attainment in reading and writing, however, is low and this has a significant effect upon attainment and progress in this and other subjects. Attainment in mathematics, however, is high. Children make sound progress overall. They are given good support and regular, methodical teaching to improve their language skills. In reading this is particularly successful. The vast majority are keen and inquisitive learners and this is beneficial to their progress. By the time they are five the vast majority have achieved the nationally agreed targets for five-year-olds: the Desirable Learning Outcomes. Children are prepared sufficiently to begin work in the programmes of study of the National Curriculum.

In English, pupils make sound progress in speaking and listening skills overall. They make similar progress in reading. Home and school work closely together to support and guide each pupil's progress in the younger years. Monitoring by the school once pupils are considered to be good readers is less, and progress dips. The pupils' exposure to a good range of authors and genres comes largely through the literacy hour. Progress in writing is satisfactory. Skills are methodically taught, but pupils do not apply them well in their own writing, and the vocabulary they use is generally limited.

In mathematics, pupils make satisfactory progress overall. They learn and use mathematical skills and different methods satisfactorily. Progress in learning, understanding and using mathematical vocabulary is particularly good.

In science, pupils make satisfactory progress overall. Skills, knowledge and understanding are developed methodically through the school. Practical science often leads to better progress. Whilst teachers generally have the knowledge and expertise to teach the subject well, some are unable to recognise and exploit opportunities to challenge the higher attainers particularly through more demanding questioning.

In information technology, progress is unsatisfactory throughout the school. Occasionally, such as in Year 6 history, computers are used effectively to support pupils' progress; however, the pupils' general competence and skill levels are low; consequently few are able to access this technology effectively. The lack of balance within the different strands of the subject also affects pupils' progress in those that are taught

insufficiently, such as control technology.

In other subjects, progress is sound except in history, where it is good, and art and physical education, where it is unsatisfactory. In history, tasks are carefully matched to pupils' attainment levels and they make good progress through the interesting activities that they are given. Good links are made to several other subjects. Progress only dips occasionally, when teachers attempt to cover too much and learning becomes superficial. This is also true of some geography activities. In design and technology, pupils receive an appropriately balanced curriculum, with sufficient emphasis on the processes of design and evaluation. In geography, pupils make satisfactory progress overall and good progress in practical studies. In music, progress is satisfactory. Pupils learn about many styles of music, and use some of them in their own compositions. They make particularly good progress in individual music tuition. In art, there is an imbalance in the art curriculum so that pupils experience a limited range. The school is aware of this and tackling it with the support of the local adviser. In physical education, a high proportion of unsatisfactory teaching leads to limited progress. Again, the school is aware of this.

Pupils for whom English is an additional language make similar progress to other pupils. This is largely because these pupils generally come to school with good English competence. Pupils with special educational needs make satisfactory progress overall. They make good progress when given more intensive support by classroom assistants. The progress of higher-attaining pupils, however, is more varied. The planning of many lessons does not cater sufficiently for their needs, nor are suitable, challenging extension activities available in many lessons.

Progress is generally steady throughout the school and quicker towards the end of both key stages. An exception is Year 3 where progress is much slower. The rate of progress has much to do with the quality of teaching.

Pupils rarely use the information library to research, and progress in these skills is limited, although most have appropriate levels of understanding for their age of the use of contents, index and glossary.

The national initiative for literacy has been implemented well and inspection evidence shows that the more recent initiative in numeracy is already proving beneficial to pupils' skills and abilities to handle number.

The vast majority of parents believe that the school enables their children to achieve a good standard of work, although they feel that there is some variation between teachers currently and there has been disruption caused by the high staff turnover. They are particularly pleased that there has been more music in the school curriculum recently, and the stimulating work in history. Inspection findings generally support the parents' views on attainment, although the inspection judged attainment overall as average and not of a high standard.

Attitudes, behaviour and personal development

The attitudes and behaviour of children under five are good. The children cope well with life in school, adapting quickly to routines and showing a keen interest and curiosity in all that they do. They concentrate well and generally persevere to complete their tasks. They

are independent in areas such as changing for physical development lessons. They readily give opinions and suggestions, and are fully involved in all activities, particularly those such as “mathematics through music” when they combine learning with enjoyment. They generally mix well together. They are able to form constructive relationships with all staff, although they are taught during the week by two different teachers. Parents confirm that their children are happy to come to school.

The pupils’ attitudes to learning are good. There are also good relationships between pupils and teachers as well as between the pupils themselves. Both around the school and within lessons, other than in Year 3, pupils behave well. The combination of these factors ensures that being in the school is a positive experience for the pupils and the calm orderliness which they bring ensures effective learning opportunities.

Throughout the school, pupils are keen to be in the school. It is very noticeable that within lessons pupils are very enthusiastic to learn. By far the majority understands the behaviour protocols that are used in most classes and they readily respond to these. In Year 3 only did unsatisfactory behaviour impede pupils' learning. When teachers ask questions hands shoot up and many pupils almost burst with enthusiasm to be the one to provide the answer. Even those pupils who may be unsure still make good attempts, largely because of the air of acceptance from both teachers and fellow pupils. When lessons are well planned and well paced, pupils display real enjoyment for their tasks.

The vast majority of pupils have good work practices. They can work either individually or co-operatively according to either the demands of the task or the requirements of the teacher. For example, in a Year 6 mathematics lesson pupils completed a worksheet to assess what they had understood. For the entire session, of some forty minutes, the concentration was of a high standard and pupils respected the wish of the teacher that they should not discuss what they were doing with anyone else. In contrast, Year 5 pupils worked together very effectively when compiling a newspaper report of the invasion by the Spanish Armada. At an individual level pupils have good study skills. The majority know their way around a library and can select texts relevant to their work. They organise their own workspace effectively and choose the resources most appropriate to the task. It is a common feature, throughout both key stages, that pupils work productively without needing direct teacher support. To a lesser extent, pupils with special educational needs also work independently but their best work is achieved with adult support.

Pupils with special educational needs also have good attitudes to their work and respond well to the support they receive. They have established good relationships with classroom assistants and based on this they show real enthusiasm for the work that they do. Whether supported individually or working as a group within a lesson, these pupils consistently show good concentration and attention to their tasks.

Standards of behaviour within the classroom are usually good. While some classes are occasionally noisier than others, productive work still emerges. With the exception of Year 3, the vast majority of pupils respond well to the enthusiasm, positive approaches and expertise of the teachers and support assistants. The good behaviour that results has a positive impact on the learning which takes place. Some younger pupils in Key Stage 1 have yet fully to understand the benefits of calm and orderly atmospheres within lessons.

Around the school pupils are unfailingly polite, considerate and well-behaved. The pervading atmosphere is one of consideration for others, whether this is in a crowded playground, walking along corridors or moving around a classroom. Very few instances of bullying occur, and of those pupils spoken to, few considered this to be a problem. They feel confident that any such troubles are reported to an adult and action taken.

Within the last year there has been an insignificant number of fixed-term exclusions from the school and this fairly reflects the ethos under which the school operates. Relationships within the school are good, with all adults displaying warmth and care towards the pupils. This role-modelling is in turn reflected by the pupils in their dealings with each other. Trust is a very noticeable response. Pupils walk to assemblies in a quiet and orderly fashion, without needing the direct supervision of adults. In a further example, Year 6 pupils left their classroom at the end of an art lesson in order to wash their

hands; this was done in an exemplary manner, quietly and with minimum of time lost.

The school encourages pupils to show initiative wherever possible: school councils are thriving and contribute positively to the communication process in the school; pupils tidy away materials after an art lesson or return registers to the office; occasional jobs have no shortage of willing volunteers.

The previous inspection was favourable. The strengths which were highlighted then, such as good attitudes and relationships, remain true now. Overall, the attitudes shown by pupils continue to be good and have a positive impact upon their learning and school life in general.

Attendance

Levels of attendance in the school are satisfactory. Although there was a slight improvement last year, current attendance figures are similar to previous years and remain broadly in line with the national average. There has been no significant improvement since the previous inspection. A relatively high proportion of absences are due to pupils taking holidays during term time. Levels of unauthorised absence remain low; the school clearly distinguishes between those pupils who have not provided reasons for absence and those for whom they have not authorised absence.

Punctuality is unsatisfactory. It has deteriorated since the previous inspection when pupils were reported to be punctual. A considerable number of pupils arrive late and show little sense of urgency. Many lessons are interrupted as a result and the school currently does insufficient to rectify this.

QUALITY OF EDUCATION PROVIDED

Teaching

The quality of teaching is satisfactory overall. It was satisfactory or better in a little over eight lessons in every ten observed and good, very good or excellent in over a half; however, teaching was unsatisfactory or poor in almost one lesson in every five. Unsatisfactory teaching is the result of two main features: firstly, the teaching in all but one of the physical education lessons observed, including the session of swimming, was unsatisfactory; secondly, none of the teaching at Year 3 was judged to be of a satisfactory standard.

The teaching of the children under five in reception is satisfactory. Good account is taken of the needs of each individual. Relationships are good. Staff work closely together so that having two teachers is not detrimental to these young children. Indeed, the strengths of each teacher are employed effectively. Regular assessment is used well to match tasks to children. When teaching is less effective, it is generally because tasks are over-directed. On these occasions, children have little involvement or choice, for example of the materials they will use in art.

Pupils with special educational needs receive satisfactory teaching from both specialist staff and class teachers. Tasks are well structured according to the pupils' needs. Class teachers are aware of the contents of individual education plans and teach according to the targets they contain. The consistency of this is a significant factor in the progress that

these pupils make. Explanations are clear and where pupils do not understand something, other ways are used to explain. Tasks are suitably varied as is the timing and pace of sessions, so that pupils are able to sustain their concentration. Where appropriate, pupils are taught alongside their class and this is a positive feature, in line with the school's philosophy. Support staff are generally knowledgeable and experienced and their involvement is well planned by class teachers, except in Year 3.

The teaching of English and mathematics at both key stages has many good features. The successful implementation of both the National Literacy Strategy and the daily mathematics lesson has provided a good structure to lessons and supported planning. Plenary sessions are used effectively, particularly in numeracy, to assess and confirm what has been learnt.

When teaching is good or very good teachers have high expectations of the work and behaviour of the pupils. Classes are well managed by the effective use of the school's policy for behaviour management. Questioning is used well to encourage pupils to think carefully and to draw out their ideas. Teachers use a variety of methods to retain the interest of their pupils and provide stimulating, well-resourced activities. These characteristics were used effectively in a very good Year 5 mathematics lesson on plotting co-ordinates. All pupils were challenged by the quality of the teacher's questions, and emphasis was placed on the development of the correct mathematical terms. Good use was made of the plenary session at the end of the lesson to check pupils' understanding of new ideas. High expectations of the pupils were evident in a good Year 6 art lesson. The teacher's knowledge and expertise enabled the pupils to be challenged, and effective use was made of the pupils' work to encourage better techniques in others. Very good use was made of the plenary session to establish what had been learned. Good progress was made in understanding the characteristics of the style of van Gogh. Good planning and an effective recap of the previous lesson were features in a good Year 2 mathematics lesson on division. Pace was generated by the teacher and good support provided by the classroom assistant. The recap session drew the main learning points together effectively at the end of the lesson. A brisk pace was also generated in a Year 4 listening music lesson by the variety of questions posed, the good organisation of resources and the selection of music to maintain the interest of the pupils.

The particular weaknesses of unsatisfactory teaching include poor discipline, a lack of challenge for higher-attaining pupils and an ineffective use of recap sessions at the end of lessons.

In these lessons insufficient account is taken of the prior attainment of pupils, and the methods used and task provided are not pitched at the right level to enable all of the pupils to make progress. The pace of these lessons is often too slow to hold the interest of the pupils, who consequently become restless. Insufficient use is made of information technology to support pupils' learning in most classrooms.

In the unsatisfactory physical education lessons weaknesses in the teachers' control of their classes results in little skill development taking place. The teachers have to spend a disproportionate part of each lesson dealing with the unsatisfactory behaviour of some pupils at the expense of others in the class. Insufficient attention is paid to demonstrating or teaching the correct techniques in dance and gymnastics or to providing help and advice that would enable the pupils to improve upon what they are doing. In the lesson where apparatus was observed in use, insufficient attention was paid to its safe use by pupils. In many cases weaknesses in the teachers' expertise is reflected in the unimaginative tasks and activities employed. In a dance session, for example, too much emphasis was placed on the taped lesson instead of the tape being regularly stopped for the teacher to bring out important learning points.

The day to day assessment of pupils' work is satisfactory. The marking of pupils' books

includes encouraging remarks but few helpful comments are given to aid and support their improvement. Teachers are effective in the help and advice that they give to groups and individual pupils during lessons. They skilfully assess what has been understood and adjust their questioning and explanations to set new challenges for some while finding other ways of aiding the understanding of others.

Homework, in a variety of forms, is set in most classes. Younger pupils are expected to take books home, but this is not constantly monitored in all classrooms. Some useful homework is set in mathematics to reinforce and consolidate learning in lessons.

Although there has been an increase in the proportion of very good and excellent teaching since the previous inspection, there has also been an increase in the proportion of unsatisfactory teaching. A specific weakness in teaching at the previous inspection was the lack of control in a minority of lessons, and this position has not improved. The weaknesses in physical education teaching described in the previous report also remain. Firm action needs to be taken to remedy the situation rapidly.

The curriculum and assessment

The curriculum for both Key Stages 1 and 2 is balanced and broadly based, although there does need to be more use made of information technology. The gymnastics element of physical education is limited by inadequate accommodation. There is a significant emphasis on developing pupils' basic skills in language and number. The school has made good progress in implementing its strategy for literacy and satisfactory progress with its strategy for numeracy. All subjects have sufficient time devoted to them to enable the pupils to make adequate progress. Provision for the pupils' personal development is satisfactory, although further work is planned to ensure that it is consistent and coherent across the school. Health and drugs education are adequately taught, sex education included in the science curriculum. Preparation for the transition to secondary school is also secure.

The curriculum for children under five is satisfactory. Careful planning allows these children to experience a good range of activities in each of the recommended areas of learning. Assessment is well used to match activities to pupils' needs, and assessment of one task is used when planning the next. This is particularly beneficial to pupils' progress. By the time they are five, most children have moved smoothly into the programmes of study of the National Curriculum.

Pupils have equal access to all aspects of the curriculum. Pupils for whom English is an additional language enjoy a similar curriculum to other pupils. Higher-attaining pupils are not sufficiently challenged in several subjects including mathematics and science. Teachers sometimes group pupils according to their attainment, in literacy and numeracy sessions for example, and then set tasks for the groups more finely focused on their needs and matched to their attainment. More needs to be done to ensure that this practice becomes more consistent and widespread across classes and in all subjects.

Provision for pupils with special educational needs is satisfactory. The support that they receive is well integrated within the class, and classwork closely matches the targets set for them in their individual education plans, a fundamental reason for the advances in their knowledge and understanding. Teachers and support assistants know the needs of their pupils and maintain this awareness throughout their teaching. No pupil is disadvantaged.

from the National Curriculum and this remains a strength of the provision. The school's approach to identification is known to and understood by all staff, despite the number of recent staff changes. Progress of pupils is well monitored and, as a result of assessment, planning for individuals is varied according to need. All reviews are carried out meticulously.

The school has made good progress since the previous inspection in improving the process of curriculum planning. Policies and schemes of work are now in place to map out subject requirements. Plans show how key ideas and skills are expected to develop over time and provide a coherent framework for this development. Teachers use this plan well to support their own short-term plans. Adequate attention is given to what the pupils are expected to know following the lesson or sequence of work, although this sometimes needs to be more specific to help the teachers to focus and evaluate progress more accurately. The headteacher monitors the curriculum and attainment well, and the curriculum co-ordinator's role is developing now that staffing is more stable. Most are able to provide subject leadership and support and monitor their colleagues' planning. This now needs to be strengthened to include classroom observation and a clearer focus on pupils' attainment.

The school enriches the curriculum by offering pupils a range of extra-curricular activities, and provision in this area is good. Opportunities include sporting activities such as netball and football, and the school participates in the local district sports. There has been much success in local sporting competitions for small schools. There is a good range of musical activity, supported well by peripatetic music teachers. Visitors, such as theatre groups, are welcomed into school. Visits to galleries and museums, as well as the local environment, are used well to support the curriculum. The Year 6 residential visit to the Isle of Wight makes a significant contribution to the pupils' social and academic development.

The school has made good progress in developing its assessment procedures since the previous report. Procedures for assessing the pupils' attainment are now secure. A range of external tests is used to determine attainment, and analysis of these is used increasingly to identify progress. The English tests have, for example, been used well to identify specific areas in Year 5 pupils' skills that need developing and a remedial programme put into place. Discussions about specific pieces of pupils' work have taken place between teachers to help to develop a consistency in their judgements. This could now be usefully repeated, given the significant turnover in staff in recent years. The school has moved into target-setting with individual pupils. These are regularly used and are proving useful in focusing pupils on areas for development. Review and analysis of assessment information are starting to have a positive impact on curriculum planning and pupil attainment, and are now satisfactory.

Parents speak highly of the curriculum. Four in every five state that the school encourages their children to take part in more than just their daily lessons, a view the inspection endorses.

The previous inspection report was generally favourable. The curriculum was judged to be broad and balanced except for some aspects of art and music. This remains true of art, although music is now satisfactory. Schemes of work were not in place for all subjects at the time of the previous inspection, and this was detrimental to the provision. This has been fully remedied.

Pupils' spiritual, moral, social and cultural development

The school's provision for spiritual, moral, social and cultural development is good.

Spiritual development of pupils is rooted in the Christian ethos of the school. Assemblies are a strong feature of the school's daily life and generate a feeling of community. They confirm the moral and social values that the school upholds, and offer pupils the opportunity to consider the contribution that they can make to both the school and wider community. Pupils take part in the assemblies mainly through the dialogue which the themes generate; however, insufficient opportunity is given to pupils to reflect on what they hear within assemblies. Within the curriculum, religious education plays a full part in the pupils' spiritual development. Although not purposefully planned, other areas, such as art and music, offer pupils the opportunity to consider and reflect on the circumstances of others. For example, in Year 6 there are evocative drawings portraying feelings such as loneliness and sadness. These themes have been skilfully woven into the study of the evacuation of children during the Second World War.

Provision for moral development is good. The headteacher and staff work in a sustained and positive way to ensure good behaviour amongst pupils. Pupils clearly know right from wrong. They apologise genuinely if they have wronged other pupils. Older pupils, particularly, base their responses to others on mutual respect. Within lessons pupils are required to co-operate across a range of activities, such as clearing away equipment or working together on a task. Through this they learn that much more is achieved by co-operation and as a result the school community is more closely bonded. Many teachers use praise effectively to encourage pupils to focus on what is right. They also disapprove of what is not right. Pupils are taught to show consideration for one another, with assemblies being used effectively to reinforce themes of harmony, giving and receiving, as well as praising.

Provision for social development is good. Appropriate emphasis is given to developing a community in which everyone has a part to play. Relationships between pupils are satisfactory and friendships develop as a result. Older pupils show concern for younger ones. For example, when a Year 1 pupil felt unwell a pupil from Year 4 was genuinely concerned that he should get the appropriate help. Staff act as very good role models for pupils and this in itself makes a good contribution to both the social development and self-esteem of the pupils. Within lessons pupils are encouraged to work together where possible. Within this setting pupils learn much from each other, not least in waiting one's turn, listening to others' points of view and co-operating in joint activities. There are sound links with the community, through fund-raising events and strong links with the parish church. Recently, pupils formed a successful gospel choir, rehearsing for many weeks before performing in the church.

Provision for the pupils' cultural development is good. The multi-cultural character of the school is valued and present within many aspects of the curriculum. For example, there have been studies of different religions and cultures, such as Hinduism, Judaism and Sikhism. In addition pupils experience and explore many cultures, for example producing a large wall-hanging in the style of aboriginal paintings. Staff are making use of a growing list of opportunities to visit sites of educational interest, such as museums. Among forthcoming events will be the Millennium celebrations at Saint Paul's Cathedral, which will include a performance by the gospel choir.

As at the time of the previous inspection, these aspects of pupils' development remain strong. Cultural development particularly has developed well and now has a much broader base, which more accurately reflects the wider aspects of the society in which the school is situated.

Support, guidance and pupils' welfare

The school continues to provide satisfactory support and guidance for all pupils. It provides a caring environment where the headteacher and staff know the pupils well and demonstrate a high level of concern for pupils' welfare. Pupils are well supported by the good relationships that exist between them and the staff. The school has policies and procedures in place that promote the pupils' well-being and enable them to take advantage of the educational opportunities offered. Parents expressed satisfaction with the level of support provided for their children.

Procedures for pupils entering the school are satisfactory. Most families take advantage of the offer of home visits, and pupils have a half day to become familiar with their new surroundings. Procedures for pupils transferring to secondary schools are appropriate. Although pupils transfer to a wide variety of schools, there is some staff contact and familiarisation visits for pupils.

The procedures for monitoring pupils' progress and personal development are satisfactory. Class teachers regularly monitor pupils' academic progress and the school has some good assessment procedures that include progress books, to track pupils as they move through the school. The pupils' personal development is well supported through the caring ethos of the school. The school currently has no policy or planned programme to promote personal development. Even so, in those classes where it does take place, it is effective. Although there are no standardised procedures to monitor pupils' personal development and keep track of pupils' needs, the informal systems work well. Pupils' achievements are regularly recognised and rewarded in assemblies. In addition, termly awards are made to pupils who have made outstanding contributions to school life.

Procedures for monitoring and promoting discipline and good behaviour are satisfactory. The behaviour policy emphasises a consistent whole-school approach to behaviour management. It provides a brief framework of suitable rewards and sanctions and procedures for staff to follow. There is a clear expectation for behaviour, and school rules are clearly displayed. Most teachers have effective classroom management skills and these contribute towards the high standards of behaviour of pupils. Any concerns staff have about pupils' behaviour are discussed with the headteacher and behaviour programmes are introduced for individual children when necessary; however, there is no consistent method for class teachers to record or monitor incidents of inappropriate behaviour or to track individual pupils causing concern, although the headteacher handles any serious concerns brought to her attention effectively. Bullying is rare and good procedures are in place to deal with any incidents that may occur.

The procedures for monitoring and promoting good attendance are satisfactory. Class teachers initially follow up any unexplained absence and refer any concerns to the headteacher. Registers are now checked regularly and these systems have significantly reduced levels of unauthorised absence, although little is done to ensure that pupils arrive punctually to school.

Overall, the procedures for child protection and promoting pupils' well-being, health and safety are not satisfactory. The school currently has no child protection policy. The headteacher has recently taken the role of designated person, although some staff are not yet aware that changes have taken place. The headteacher has received appropriate training but there has been no recent training to heighten staff awareness of procedures. Day to day arrangements to ensure pupil's well-being are good, with a welfare assistant primarily responsible for first aid and medical concerns. The school liaises closely with the Behavioural Support Service. There are no clear procedures for health and safety. Although safety checks of most equipment are regularly carried out and documented, the health and safety policy is out of date and checks of the site and building are largely informal. The school is aware of some minor deficiencies, and improvements are in hand.

The previous inspection was favourable. Although the support, care and guidance of pupils has remained satisfactory, policies such as health and safety now need updating. Child protection procedures, then judged effective, also need improvement.

Partnership with parents and the community

The school has satisfactory links with parents and the community. The new headteacher has been making a positive effort to develop the school's partnership with parents, encouraging them to play a more active role in the life of the school and the education of their children. Parents are invited to weekly assemblies; a recent survey was conducted of parent skills. The vast majority of parents are supportive of the school, and some now regularly help in classrooms and around the school. Pupils are encouraged to take reading books home but not all parents are able to share reading at home. Parents are encouraged to comment in home school reading diaries, but not all do so. The school has recently developed a homework policy that outlines general guidance on homework but does not clarify expectations precisely enough to be sufficiently helpful to parents. The school is aware of this and plans an addition to the policy. Most pupils are, however, receiving suitable amounts of homework. An appropriate home school agreement is in place. A small but active parents' association organises fund-raising events to contribute towards items such as Bibles for school leavers and to subsidise school visits.

The quality of information provided by the school for parents is good. This is an improvement since the previous inspection. Parents are happy with the information provided by the school. Monthly newsletters and additional letters ensure that parents are kept well informed about school matters, key dates and events in the school. The school prospectus provides useful information on school routines and procedures. Every half term, parents now receive information about the curriculum and topic work from individual class teachers. Meetings are now being held to explain curriculum initiatives, such as in numeracy. Parents' meetings are held each term to discuss the progress of their individual children, and any concerns they may have. Annual reports on pupils' progress are satisfactory, and have improved since the previous inspection. They are now detailed, cover all subjects of the curriculum and provide information on what pupils can do; however, they do not provide clear information on strengths and weaknesses or include individual targets for development. The Governing Body's report to parents fulfils most requirements, but does lack some of the required details.

The school has satisfactory links with the community. These include close links with the parish church. The vicar is actively involved in the life and worship of the school and

regularly contributes to assemblies. Special assemblies are held in the church, such as the carol service at Christmas. Easter and harvest gifts are distributed to local elderly residents. Pupils have benefited from visitors, including a Shakespearean company, a string quartet and a local veterinary surgeon. Pupils have enjoyed local walks to look at historical features and buildings, and have visited the local fire station. The number of visits to places of interest has increased. Pupils have visited several museums. These visits play a significant role in widening the range and quality of the curriculum and make a positive contribution to pupils' learning. The residential visit for pupils in Year 6 to the Isle of Wight broadens their experience and contributes to their personal development.

The previous inspection report was largely favourable. The criticism stated, that annual reports did not include sufficient information about foundation subjects, has been remedied.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

Overall, the leadership and management of the school are good. The school has been through a turbulent period, with relatively high staff turnover and the change in the school's status. During this period, the ethos and calm, caring atmosphere of the school were maintained. There is much evidence of effective improvement since the arrival of the new headteacher and deputy headteacher.

The school has a clear educational direction. The senior management team provides an effective force for change within the school. Within the three members, there is a good balance of experience and expertise. With the other members of staff, they form a strong team. The headteacher strikes a very good balance between moving the school forward and enabling all staff to be fully involved in developments. She has a good awareness of what needs to be done to improve the school.

Teaching is closely monitored by the headteacher. Strengths of staff are identified and exploited to the benefit of the school. Weaknesses, too, are recognised and effective action usually taken, generally involving additional support. The weaknesses in teaching highlighted by the previous inspection report led to training and targets being set for improvement. Nonetheless, the weakness persists.

The curriculum is equally well monitored and this is beneficial. Good practice is shared, areas for development identified and, largely, achieved. Long and medium-term plans are closely monitored and, where relevant, improvements suggested. Pupils' books are collected, particularly to compare what pupils have actually achieved with the work initially planned.

Curriculum development is a strong focal point of the school. Each subject has a co-ordinator and, despite the recent appointment of many, appropriate subject development plans are already in place. Co-ordinators have been fully involved in drawing up these plans jointly with the headteacher and have a clear understanding of the subject's priorities for development. Many have already begun to implement them.

The implementation of the school's aims and values is good and they are reflected through all of its work. The implementation of the school's policies is satisfactory. Many staff are recently in post and consequently the school has not yet achieved consistency of implementation across classes and staff.

Development planning, monitoring and evaluation are satisfactory overall. The school improvement plan has become clearer in the recent past; however, success criteria are not all specific enough to make them useful and the longer-term outline is too broad. The headteacher is largely responsible for producing the plan and the level of governor involvement is insufficient.

Governors have recently begun to become more involved in the school and this is perceived as beneficial. The Governing Body participation in joint work to produce a home school agreement led to worthwhile discussion and a suitable draft document. The curriculum working party has done much useful work on policies such as equal opportunities and worship. This closer, more active involvement has yet to be expanded to include other important areas such as monitoring of standards, development planning from its conception, and associated financial planning.

The management of special educational needs is satisfactory. The co-ordinator has recently been appointed and previous weaknesses, such as in the lack of urgency with which the needs of individual pupils are assessed and processed, are being tackled. Although the co-ordinator is part-time, adequate records are maintained which allow for the satisfactory monitoring of pupils' progress; however, the needs of some pupils with behavioural problems are still insufficiently met. The school improvement plan includes good reference to the needs of these pupils and plans include making staff aware of the support available to them, increasing the clarity of individual education plan targets, and improving the quality of annual reviews.

The school's ethos is good. The climate for learning is good and supportive of pupils' progress. The vast majority of pupils have positive attitudes to learning, and relationships between them are good. Relationships between pupils and staff, too, are generally positive. Within the context of recent staff changes, particularly at senior level, the school has maintained a purposeful climate for learning, although it is currently not fully meeting the needs of the higher-attainers.

Parents speak highly of the school's leadership. They state that the school is a more welcoming place, that their views and concerns are always listened to by the senior staff, and a response is always forthcoming. They feel that the school is well led, and this is a view shared by the inspection team.

Statutory requirements are generally met; however, there is no child protection policy, the health and safety policy is out of date, and small details of the governors' annual report to parents are missing. Given the rapid staff turnover, effectively with three headteachers in two years, it was likely that some policies would lapse. Even so, these are important areas.

The school's response to the previous inspection has been satisfactory overall, but some important aspects remain to be undertaken. Schemes of work have been put in place for all subjects, and this is beneficial to pupils' progress, particularly in a time of frequent staffing change. Classroom monitoring, too, is much improved. Whilst the

governors' role has improved, there remains much still to be done. The school improvement plan is better, but some important areas are not yet clear enough. The poor control and management in a small but significant proportion of teaching remains as an area to be tackled.

Staffing, accommodation and learning resources

There has been a relatively high number of changes to the teaching staff over the last two years. Only one of the current full-time teaching staff was in post at the time of the previous inspection. Both the headteacher and the deputy head have been appointed during the past year and two newly qualified teachers have been appointed this term. During the last academic year several classes were taught by temporary supply teachers. The school is now fully staffed with appropriately qualified teachers. The special educational needs co-ordinator does not have responsibility for a class and co-ordinators are also provided with non-contact time through the employment of further teaching staff. Two experienced teachers share jobs in the reception class. They have sufficient time to plan together each week, ensuring that the needs of the children in this class are being met successfully.

The school benefits from a good level of classroom support staff. Classroom assistants are well qualified, and are effective in the support that they provide for pupils.

The arrangements for the professional development of staff are good. Staff training needs are carefully identified and courses attended to support their development. With so many new staff in post a priority has been to ensure that co-ordinators have the expertise to support their colleagues. Staff training needs are also broadly identified within the school improvement plan. Training has been effective in supporting the introduction of both the National Literacy Strategy and the daily mathematics lessons. Satisfactory arrangements are in place for the induction of newly qualified teachers and other staff new to the school. The headteacher has introduced professional development interviews with all staff alongside classroom observations to replace the system of appraisal which is currently suspended. These are perceived as useful and effective.

The accommodation available to the school has recently been extended by the building of an additional classroom. While this has ensured that there are sufficient suitable classrooms, there are inadequacies in other aspects. The hall, which is used for assemblies and dinners, is small, awkward in shape and contains stored apparatus for physical education and chairs for dinners. This severely limits the space available for physical education lessons, particularly for older pupils, and restricts the progress that they can make. Storage and office space are severely limited. There is one small additional room for special educational needs withdrawal but none for music tuition. The school is on a small, cramped site with no playing fields. Playground space is limited and has been reduced as the school has expanded. Reception children do not have a separate outside play area. A local park is used for games lessons. A small environmental area has been made available from part of the garden of the adjoining vicarage, although it has become unkempt and overgrown.

A comparatively high proportion of the school budget has been spent on learning resources in the last two years. Learning resources are at least satisfactory in all subjects, with there being good provision in science, design and technology and for pupils with special educational needs. In many cases resources are new and of a high quality. There are enough books, although some of those in the fiction library are well worn. Good use is made of trips and visits to stimulate and interest pupils and to support their learning.

The favourable previous inspection report noted that the cramped accommodation had some detrimental effects upon school life, particularly the limited playground space. This remains the case, although by staggering playtimes for older and younger pupils, the school is taking appropriate steps to reduce the problem.

The efficiency of the school

The overall efficiency of the school is unsatisfactory. While teaching and support staff are deployed well, and learning resources and the accommodation are used satisfactorily, there are weaknesses in financial planning and control.

Financial planning in the school is unsatisfactory. It is not directly linked to the development plan and, consequently, it is not clear about the focus of spending for future educational developments. This is a significant weakness. Whilst expenditure on different subject areas is planned and prioritised, it is not closely costed. The school still has no long-term plans for expenditure which would allow it systematically to target sustained development in staffing, accommodation and the curriculum. This makes it difficult to assess the cost effectiveness of decisions taken. By not yet having long-term financial planning and development in place, the school has not responded to a key issue in the previous report. Although the current year's budget is better balanced, the school has a very large budget surplus that it has accumulated over several years with no specific plans in mind for how it is to be used. Governors have not had the guidance to enable them to set a balanced budget, with a small contingency fund, so that money provided to the school is used appropriately for its current pupils.

Effective procedures for setting the budget are not yet in place, although the change of status has made this more complicated during the current year. The new headteacher drew up the budget plans after consultation and support from the local education authority. These were then presented to the governors' finance committee to discuss. A significant weakness in the planning is that the school has not systematically reviewed the effects of previous expenditure decisions; it has not considered the educational standards achieved by pupils in order to inform current budget priorities.

The school has a committed Governing Body that currently lacks the experience or, often, the training to be fully effective. Governors have a growing awareness of their role in the school but still take a limited part in deciding school priorities for future development. Governors do not yet have a fully active role in financial matters and have not yet established a process for evaluating cost effectiveness. Although they play little role in setting the budget, they do discuss spending decisions and take a more active role in monitoring the school's financial position, receiving management accounts each term and acting upon them as necessary.

The school makes good use of its teaching and support staff. They are well deployed and used effectively. Although expenditure on support staff is high, this is an appropriate use of funds. The school makes satisfactory use of its learning resources and accommodation. Appropriate use is made of resources to support teaching and learning. Accommodation is used effectively. All available space is fully utilised. Funding for pupils with special educational needs is used for that purpose, and the school supports additional staff from its budget.

Day to day financial control and administration are satisfactory, although the school puts a

relatively high proportion of its budget into this area. The accounting system in the school has recently been updated. The most recent annual audit made no recommendations for improvements or changes. Sound administrative systems are in place and give support to the daily school routines.

The previous inspection report noted that longer-term budget planning was under-developed, and the school had a large surplus, although much of this was to be used to build an additional classroom. Financial planning remains a relative weakness and the budget surplus has grown, with no clear plan for its use.

The school provides unsatisfactory value for money. Pupils join the school with broadly average academic standards. They make satisfactory progress generally and achieve average standards. Their behaviour and attitudes are generally good. The school provides its pupils with a supportive start within a caring environment; however, the level of funding is high and the school has a very large surplus which it has no plans to use. This money could be used to improve the quality of education provided and thereby seek to raise standards further.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

Children who have not yet reached their fifth birthday are taught in the reception class. Children begin to attend full-time in the academic year in which they become five, typically spending the first half term part-time. A small proportion of these children have special educational needs and a similar number speak English as an additional language. Care is taken to see that all children make a smooth and positive transition to school life.

When they start school, children's attainment varies significantly from individual to individual, and year to year. The present reception class contains a range of ability that is largely within that expected nationally. In reading and writing, however, it is below and this has a significant detrimental effect upon attainment in much other work. On the other hand, attainment in mathematics is high. Previous baseline assessments show a more average picture. The personal and social development of pupils is generally similar to expectations. Most have some form of pre-school experience and adjust easily to school life.

Children under five are provided for well. All children make satisfactory progress overall. Those who find learning difficult are given good support and make good progress. By the time they are five the vast majority of them have achieved the nationally agreed targets for five-year-olds: the Desirable Learning Outcomes. Children are prepared sufficiently to begin work in the programmes of study of the National Curriculum.

Although the teaching role is shared between two teachers, the school provides time each week for both teachers to work together with the class. This good provision ensures the class operates effectively, that children have good relationships with their teachers, and planning and assessment are not done in isolation. The particular skills of each teacher are efficiently used.

Resources for work and play indoors are sufficient and accessible. There is, however, no dedicated outdoor play area for reception children, and no equipment such as tricycles or scooters to encourage balance.

The previous inspection report made no judgements regarding the attainment or progress of children under five, or the provision made for them. It is not possible, therefore, to judge how the school has developed since then.

Personal and social development

Children make satisfactory progress in their personal and social development. The vast majority settle well when they arrive in school and participate sensibly. Children have good relationships with each other and staff. They readily share their experiences, and show positive attitudes to learning and the tasks that they are given. They are learning to complete tasks to the best of their ability and to clear away after themselves. Even these very young children are generally able to respond positively to the targets that they are set. Most have a clear sense of the difference between right and wrong and behave well in class. They take turns and share well, particularly with a small group of close friends. They take part in school assemblies and respond well to prayers and very

well to hymns. All children are able to change themselves for physical development lessons, and most fold and tidy their clothes ready to re-dress.

The quality of teaching is sound. Although two staff are part-time, they all know their children well. Each child is given targets to work towards, generally in English and mathematics but also in personal and social development where appropriate. Staff refer to these regularly and use them as a useful tool in involving children in their own improvement.

Language and literacy

Children make good progress in language and literacy but by the time they are five their attainment is below national expectations, because of the low levels from which they began. They generally listen carefully and most can follow a string of instructions. This is beneficial to their progress. Although they talk about their own lives with confidence, many have limited vocabulary and answer with a single word or short, simple sentence. Children are able to find their own name on their self-registration card. Most can look at letters of the alphabet and pronounce the majority of them, the common ones with greatest accuracy. Most copy or trace words from a model provided for them. Some write simple sentences using a limited number of common words. The handwriting of most is developing a suitably consistent size and shape. All the children have a lively interest in books, and can retell stories they hear.

The quality of teaching is good. Planning is clear, tasks well matched to each child's different attainment level and current needs. Good, regular references are made to the children's own targets so that they are reminded of the areas on which to focus. Staff generally develop children's language skills well, for example when the classroom assistant encourages them to match initial letter sounds to the words she writes; however, some opportunities are lost and on these occasions progress dips. Parents are fully involved, both in hearing children read and in practising key words. This is a factor in the children's good progress.

Mathematics

Children make good and occasionally very good progress in mathematics. The vast majority of children successfully answer questions such as one more than two is three, or one more than five is six. Most know that one less than six is five. A few know that double five is ten. All children find these and other numbers on a number line. Most are developing a satisfactory understanding of "heavy" and "light". They have a good understanding of colour and shapes such as squares, triangles and circles.

The quality of teaching is good overall and very good in lessons where music is used. In the latter lessons, number rhymes and short musical pieces are used to enable children to enact concepts such as "one more" and "one less" visually. The rhyme and visual image both reinforce and consolidate the children's understanding very well. Methods to find answers to questions are well taught, so that children are developing a range of ways of identifying answers. Other adults are used very well, both to lead activities in their specific strengths and to give children regular adult contact.

Knowledge and understanding of the world

Children make satisfactory progress in their knowledge and understanding of the world. They listen for sounds, and describe these in simple terms and the sounds they like. They can recognise smells. Most have some understanding of “hard”, “soft”, “rough” and “smooth” when they touch various objects. Through looking at photographs of themselves as babies, and comparing them with now, they are developing a sense of chronology and change. Most recognise the clothing suitable for different weather conditions and seasons. They confidently use the computer in tasks reinforcing their knowledge, for example of sequence. They have some sense of the power of God and the reasons for prayer.

The quality of teaching is satisfactory. Activities are planned taking account of the generally lower than nationally expected language skills of the children, so that this does not unduly hinder progress in other areas; however, children are given little choice of how they will carry out a task, or what equipment they will choose to do it with. This is detrimental to their progress.

Creative development

Children make satisfactory progress in their creative development. They produce “bubble” pictures and use gummed shapes to create interesting pictures. Many vegetable prints show good design of pattern and colour, and a growing sense of composition. They paint self-portraits, many showing detail such as eyes and ears. Some pupils, however, draw people with disproportionate heads, hands and feet.

The quality of teaching is satisfactory overall. Teachers give good guidance, and a wide range of activities is planned, offering suitable stimulation and experience for the children; however, the equipment given to the children is not always suitable for the task, for example when children are asked to paint detail such as eyes using thick brushes. This makes the task unnecessarily difficult and hinders progress. Children are given little choice in the equipment that they use, and tasks are sometimes over-directed by adults.

Physical development

Children make good progress in their physical development; however, whilst most have satisfactory pencil control, some struggle to follow a line. Children know that they warm up for physical development lessons because otherwise “we would hurt our muscles”. They have a good sense of their own space, and that of others. They make their bodies into long thin shapes, or wide shapes. In both they show good skill in balance, stretching, curling and using different levels. They make imaginative “spiky” shapes.

The quality of teaching is good. Lessons are well planned and structured, so that activities build progressively. Instruction is clear. Good use is made of physical development lessons to reinforce and develop children’s skills. For example, the colours and shapes on mats they use are exploited fully in activities. Good use is made of the classroom assistant, particularly to monitor children’s behaviour, so that the teacher can concentrate upon the lesson. Progress consequently is good.

ENGLISH, MATHEMATICS AND SCIENCE

English

In the 1999 national tests for eleven-year-olds, three out of every five pupils achieved the expected level in English, a proportion well below both the national average and the average of similar schools. The proportion reaching a higher level, however, was well above both averages. Consequently the average test level was similar to both the national average, and the average for similar schools. Although both sexes achieve standards above the national average, the performance of girls is much better than that of boys. The school has recognised this and taken appropriate steps, including targeting boys for intensive teaching and the purchase of more books particularly interesting to boys.

In the 1999 national tests for seven-year-olds, nine out of ten pupils achieved the expected level in reading, but only eight out of ten in writing. These proportions are, respectively, above and below the national average and the average for similar schools. In both subjects, the proportion achieving a higher level was average.

Inspection findings are that standards at the end of both key stages are average in reading but below average in writing, a judgement already recognised by the school which is responding by planning staff training, more opportunities for extended writing particularly, and improved resources. Where these judgements differ from the national test results, in Key Stage 1 reading, this is largely because the findings relate to different cohorts.

Overall, pupils make satisfactory progress from when they enter the school until they leave. There is evidence of better progress recently following the introduction of several initiatives. These include much closer and more frequent assessment of each pupil's progress, the use of "progress books" to demonstrate this to the pupils themselves, and the setting of targets that are regularly referred to in many lessons; however, the level of differentiation in writing tasks is sometimes insufficient, so that the higher-attaining pupils in particular are not challenged enough. This adversely affects their progress. When good systems such as the "progress books" are not followed by staff, this too hinders these pupils' progress. In Year 3, for example, targets are not set and pupils are unclear about the purpose of these books. Pupils for whom English is an additional language make progress similar to other pupils. Pupils with special educational needs generally make satisfactory progress. They make better progress when given support by the skilled classroom assistants. There is recent evidence of better progress in general classwork as a result of the use of targets to set pupils individual goals.

Standards in speaking and listening are satisfactory at the end of both key stages. By the end of Key Stage 1, most pupils listen carefully and follow instructions well. They are confident speakers, but few have a wide vocabulary on which to call. By the end of Key Stage 2, some pupils respond thoughtfully to the views and opinions of others. Most clearly develop their viewpoint or opinion through sentences.

Progress in speaking and listening is sound. Pupils learn to express themselves or their viewpoint clearly and thoughtfully, for example when stating an opinion about some historical evidence or explaining the method that they have used to answer a mathematical problem. The vast majority quickly develop the confidence to take a full and active part

in discussions. Listening skills develop appropriately. Most pupils by Year 4 are able to determine the main points of a discussion.

Standards in reading are satisfactory at the end of both key stages. All pupils generally use a range of cues appropriate to their age to help them decode unknown text. By the end of Key Stage 1, pupils use cues such as the initial letter sounds of words and the pictures accompanying stories to help them understand words they do not know. The vast majority of pupils are also able to blend the different sounds in the word to help them. Some do this very competently and know a good number of common words by sight. Most know how to use the contents and index of a book to help them use it.

Progress in reading is sound overall. It is good in developing and practising the range of methods used to read words previously unknown and the school is generally successful in enabling pupils to be able to read independently and competently. The school's system is both methodical and thorough. The school fully involves parents in the process and, where they have the time and skill, this is successful. At other times, however, it is not so and the school does not do enough to compensate. Once pupils have developed this basic competence, the school does little but monitor their reading. Most pupils are not, for example, given sufficient guidance and direction to enable them to experience a wide range of authors and genres. Pupils develop a good understanding of the layout of information books, but the use of the information library varies greatly and is largely unsatisfactory. Few pupils regularly use it to find information or know how to go about doing so.

Standards in writing are a little below expectations at the end of both key stages, although there is evidence of recent improvement. By the end of Key Stage 1, most pupils write in simple sentences that develop their ideas. Although the higher attainers are using full stops and capital letters consistently, most pupils do not. Vocabulary is rarely apt or interesting, and examples such as, "he was glittery as gold" are rare. Spelling is satisfactory for this age, most mistakes showing that the pupil has used a method, such as sounding the word phonetically. Handwriting is generally of accurate form and consistent size, although pupils rarely join letters except in specific handwriting lessons. By the end of Key Stage 2, most pupils are extending their ideas logically in their writing, and many are developing a more lively and interesting style. Most choose the words they use carefully, but the proportion of pupils who use adventurous vocabulary for effect, such as when a pupil describes a painting as, "an explosion of colours", is small. These pupils are using more varied sentence construction. Spelling is usually accurate, punctuation, including speech marks and apostrophes, correctly used. Handwriting is legibly formed and joined.

Progress is sound overall, and good towards the end of both key stages where good teaching and greater emphasis on writing are effective. There are many good examples of staff giving pupils a wide range of writing opportunities in other subjects. In history, for example, Year 5 practise note-taking, while in Year 6 pupils write about an imaginary meeting with a famous person. Throughout the school, pupils generally have limited vocabulary with which to describe or illustrate their point, or interest the reader. Although pupils do use interesting vocabulary when working closely under the teacher's direction, such as when Year 4 wrote poems on a winter's theme, these skills do not often transfer to their own writing. Progress in spelling is sound, largely because of the methodical approach taken by the whole school. Handwriting, too, is regularly practised and pupils generally make suitable progress. Punctuation and grammar are well taught and pupils make sound progress. In Year 4 they learn about "powerful" verbs such as "staggered" and "whirled" but, again, relatively few go on to use them in

their own writing.

All pupils have positive attitudes to English generally, and willingly contribute to discussions during lessons such as the literacy hour. Pupils enjoy sharing books with their teachers.

In all but one class, pupils behave well, listen attentively and concentrate well. In the class where this is not the case, it is largely because the pace of the lesson is slow and pupils lose interest quickly.

The quality of teaching is sound overall. In five of the six lessons seen during the inspection, teaching was sound or better. In a third of lessons, it was good or very good. Teaching was unsatisfactory in one lesson in every ten seen. In the most effective lessons, tasks are very closely matched to pupils' differing attainment levels and there is a very good focus upon the specific aims of the lesson. Questions are suitably challenging and involve all pupils. An excellent working atmosphere is established and maintained throughout. Teaching strongly emphasises methods to use, for example to read previously unknown words. Individuals and groups receive very good quality support and feedback as they work, and this is very beneficial to their progress. Where teaching is less effective, it is generally because pupils are insufficiently involved, particularly in the whole-class elements of lessons. In these lessons, the choice of resources does not enable pupils to engage fully in the task. These combine to lead to restlessness of pupils which is poorly managed, so that little progress is made.

Staff have implemented the National Literacy Strategy well overall. All elements of the literacy hour are incorporated successfully, although the plenary session is a relative weakness when staff take a response from every group. On these occasions, the time allowed means comments made are largely superficial, especially for older pupils. Pupils are given sufficient opportunities for personal writing, and writing in other subjects is good.

Planning is thorough and conscientious, but the level of differentiation for the groups of differing attainment is often unclear. This adversely affects the progress of some pupils, particularly those of higher attainment levels.

Co-ordination is good, although many changes in the management of the subject have taken place recently. Monitoring is used effectively, particularly as a tool to identify relative strengths and weaknesses. Statutory and optional tests are used and the information gathered analysed. The subject development plan therefore includes appropriate areas such as writing.

The previous inspection reported sound standards. The only criticisms were centred upon a small proportion of unsatisfactory teaching. Standards have largely been maintained. Although standards in writing are lower, current evidence suggests that they are improving, largely as a result of more stable staffing; however, the shortcomings in a small proportion of teaching have not been overcome and this is detrimental to the pupils' progress and the quality of education provided.

Mathematics

In the 1999 national tests for eleven-year-olds, three-quarters of pupils achieved the expected level in mathematics, a proportion above both the national average and the average for similar schools. The proportion reaching a higher level, however, was similar to both averages. Consequently, although the average test level was above the national average, it was similar to the average for similar schools.

In the 1999 national tests for seven-year-olds, nine out of ten pupils achieved the expected level, a proportion similar to the national average and the average for similar schools; however, the proportion achieving a higher level was above both averages.

Inspection findings are that standards by the end of Key Stage 2 are in line with those expected nationally for pupils of the same age in all strands of mathematics. Standards in number are stronger, possibly as a result of the introduction of the National Numeracy Strategy and the more focused lessons which result.

The progress of pupils in the subject is generally satisfactory, and the impact of the National Numeracy Strategy has significantly contributed to the progress of pupils across a wider base. Pupils with special educational needs make satisfactory progress towards the targets set for them. Pupils for whom English is an additional language also make satisfactory progress; however, throughout the school, the progress of higher-attaining pupils is unsatisfactory. The progress that they make is directly related to the level of challenge provided as well as the expectation of the teachers. Worksheets show a degree of targeted need but none of those seen in use extended the concepts being taught to a level that appropriately challenged these pupils.

The majority of pupils at Key Stage 2 have effective methods for performing mental calculations. Such strategies are reinforced daily within lessons and very few pupils resort to the use of calculators in order to compute elementary numbers. Only lower-attaining pupils do not recognise answers that they get as reasonable. Often they accept what is first thought of without subjecting it to further checks. Pupils in Year 5 understand the need for an x and y axis in their plotting of co-ordinates and they use increasingly sophisticated mathematical language, such as *brackets* and *axis*. They use these skills in plotting on a map where they sit in the classroom. They also use the skill effectively in games of 'battleship', which they thoroughly enjoy. Other pupils in Years 4 and 6 confidently estimate weight to the nearest kilogram and compose tally charts, from which they compile both pie and bar charts. In geometry they recognise the differences between triangles, such as equilateral and isosceles and measure the angles within these.

At Key Stage 1 pupils understand the terms 'more than' and 'less than' and confidently use these in the correct context. They know that multiples of ten end in zero and competently complete equations. In measuring area, higher-attaining pupils use the formula of length multiplied by width rather than counting individual squares. Younger pupils within the key stage work out how much change they need if they make purchases up to 10p. Higher-attaining pupils accurately count coins up to the value of £1 and know that amounts such as 120p are written as £1.20.

With the exception of many pupils in Year 3, pupils throughout the school enjoy their mathematics. They work independently and effectively and where necessary they also discuss their results with each other. This latter technique is effective in confirming their knowledge and understanding of what they have been taught. Pupils in Year 5 show a particularly good attitude to their work. In their work about co-ordinates they co-operated effectively in their tasks, and in discussion with them it became apparent that they had fully understood the concept of locating a position through use of numbers. In Year 6 pupils enjoy a very good understanding with their teacher and feel very confident to question that which they do not understand. Year 2 pupils approach their tasks with the same enthusiasm as their teacher. Any noise generated is the result

of earnest discussion between pupils as they seek the answers to their tasks. Within this context they concentrate for considerable periods of time and despite their young age can work effectively on their own. Year 3 pupils are in danger of becoming disaffected. Generally they do not follow protocols, such as putting up a hand before answering questions and chatter inconsequentially during unstructured parts of the lesson; however, once settled on a task the majority concentrate well, but because of previous misbehaviour unnecessary time is lost, with its consequent effect on progress.

In five of the six lessons seen during the inspection, the quality of teaching observed was satisfactory or better. Overall, teaching ranged from unsatisfactory to very good, the latter at Key Stage 2. Basing their approaches firmly around the national initiative, teachers construct well-identified objectives. These are introduced effectively, using clear and unambiguous language, which nevertheless challenges pupils' thinking and invites further questions. The use of key words, explained to pupils, is a common strength. In the better lessons teachers hold very high expectations of both the work and behaviour of pupils. Within the secure framework of expected good behaviour all pupils flourish and feel able to concentrate on their task. Good relationships are used well, to ensure maximum progress by the pupils. The positive nature of these relationships ensures that all pupils feel confident to admit when they are unsure of something, or when they wish to develop a point. In Year 3 poor discipline is maintained. This results in an air of disorganisation, which does not allow pupils fully and effectively to make the progress that should be expected. Expectations of pupils are insecure. For example, in an exercise involving counting and subtraction through the use of pictograms, it was apparent that some pupils had fully understood the concept of subtraction. They did this without the aid of pictograms. Despite this they were required to reverse their learning process and include pictograms, so that the teacher could see "how they got their answer".

At Key Stage 1, teaching skills are good and this results in effective progress within lessons. In Year 2, for example, the precise use of language enables the pupils quickly to understand what is to be learned. Steps are well sequenced and logical. Timing and pace of lessons are effective in putting sufficient pressure on pupils to ensure that little time is wasted. Lessons follow a clear structure which ends with a plenary session. Here again the language used is effective in drawing out from the pupils what they have understood. These sessions are used well to assess pupils' progress and understanding. Teaching approaches are very positive, and contributions made by pupils are used well to increase their understanding. The match of task to pupils' previous attainment is not always secure. Pupils of higher attainment sometimes find the work too easy. Learning support assistants ensure that pupils with special educational needs are fully included in lessons and during the task phases give good explanations which increase pupils' understanding and knowledge.

The subject is well led by the co-ordinator who fully understands both the strengths and weaknesses within the provision. For example there are firm plans to develop the assessment procedures for pupils and also to increase the use of investigations within the curriculum, particularly at Key Stage 2. Effective support has been provided for newly qualified staff and monitoring of standards is achieved through examination of half-termly plans as well as direct classroom observation. A meeting for parents has been held, at which explanations were given of the expectations and current practices within the subject. At this meeting parents were able to try for themselves the methods used by their children and so gain an appreciation of what the school is doing.

The previous report indicated that investigative skills were well used by pupils and appropriate

use was made of computers to extend pupils' knowledge. Currently investigative work is under-represented, but this weakness is being overcome. Computers are insufficiently used to support mathematics work particularly in data handling and control.

Science

Attainment at the end of Key Stage 2 is broadly in line with national expectations. The proportion of pupils achieving the expected level in the Key Stage 2 tests in 1999 was above the national average, but below that in similar schools. The proportion of pupils achieving a higher level was in line with the national average, but well below similar schools. The average test level was close to the national average, but below that for similar schools. In lessons most pupils are working at or above the expected level. In Year 6, for example, most pupils recognise that materials can change, and that sometimes these changes can be reversed and sometimes they cannot. Higher-attaining pupils are able to use their ideas about the properties of materials to describe substances as solids, liquids or gases. Some pupils have well-developed views of the process of dissolving. The present Year 6 are working at levels above that achieved in last year's national test results.

It was not possible to observe any science lessons at Key Stage 1 and full judgements about the subject are not possible for this key stage. Teacher Assessments at the end of Key Stage 1 in 1999 show that the proportion of pupils reaching Level 2 or above was in line with the national average and the average for similar schools. The proportion reaching Level 3, however, was well below the national average and the average in similar schools. An examination of pupils' work shows that nearly all pupils are working at the expected level. Pupils in Year 2, for example, are able to identify a range of devices that use electricity and are beginning to compare objects and events that they observe. Attainment at Key Stage 1 is broadly in line with expectation, but there is a need to ensure that higher-attaining pupils are extended fully.

Teacher Assessments at the end of Key Stage 1 and results of national tests at the end of Key Stage 2 declined in 1999 from the results of the past few years. They are, however, in line with the standards reported in the last inspection. The pupils' practical and investigative skills are satisfactory. General skills, including literacy and numeracy are also secure and often used well, such as with Year 6 drawing and interpreting line graphs, to support learning in science.

Pupils make satisfactory progress in developing their skills, knowledge and understanding over both key stages, as they did at the time of the previous inspection. Progress varies in each year in Key Stage 2, however. The progress made in Year 3 is unsatisfactory because of weaknesses in teaching. Progress improves in each subsequent year. Pupils for whom English is an additional language make satisfactory progress. Those pupils with special educational needs make satisfactory progress over time, with good progress often made in individual lessons, particularly when supported by classroom assistants. A more secure framework is now in place for the curriculum to support the steady development of skills and ideas for pupils throughout the school. Steady progress is also supported well in most lessons by many aspects of effective teaching, such as in Year 4 when linking back to past work. Sometimes the teacher's own scientific knowledge and understanding are sufficient to support the development of the pupils' ideas up to the intended level, but lacks the subtlety to move on to more challenging questions and raise attainment.

Pupils of all ages enjoy science, and their attitudes to the subject are good in most lessons. They listen carefully to the teacher and to each other and, as in a Year 4 lesson experimenting with magnets, are keen to answer questions and express their ideas. Behaviour is good and pupils focus well on their work. They work well as individuals when developing their own ideas and planning investigations, in Year 6 for example. Pupils also work collaboratively, sharing ideas and equipment willingly, as in a Year 5 lesson on sounds. When teaching is unsatisfactory, mainly in Year 3, a significant minority of pupils finds it difficult to sustain concentration. Examples of misbehaviour occur and the learning of the class is disrupted.

Teaching is satisfactory or good in three-quarters of lessons at Key Stage 2. It is unsatisfactory in the remaining quarter and this slows the pupils' progress at the start of the key stage. Preparation is effective, with resources and materials used well to support the intended learning. The teachers are clear about what they want the pupils to learn, although more emphasis could be placed on planning for the differing attainment levels in most classes. The pupils are usually well managed and relationships secure, although this is not the case when teaching is unsatisfactory. The great majority of teachers have high expectations of effort, behaviour and attainment. Work is marked and effective verbal feedback provided in lessons.

The previous inspection reported satisfactory standards. Although satisfactory overall, a number of weaknesses were noted. These were the use of some inappropriate and unchallenging written tasks, limited opportunities for pupils to select their own equipment, and a lack of information books to support learning. The curriculum framework has tackled some of these weaknesses. Pupils are given more opportunities to select the equipment that they feel is appropriate, but there is little regular use of the library for research.

OTHER SUBJECTS

Information technology

Throughout the school, attainment in information technology is below the level expected nationally for pupils of similar age. Progress at both key stages is unsatisfactory.

At both key stages, pupils successfully enter text, and basic keyboard skills are generally satisfactory. At Key Stage 2 more complex skills, such as merging text and pictures, are deficient. The most significant weaknesses in attainment lie in the simple understanding of what computers can do as well as pupils' lack of experience and ability to use the technology. No evidence was provided of work relating to control technology, even though the school has the equipment necessary for pupils to do this. It is significant that individual pupils who use the computers proficiently and confidently are those who have access to computers out of school. In individual cases these pupils are used by their classmates as 'experts'.

At Key Stage 2 pupils use word processing programmes to enhance their work in subjects such as English and history. They enter text, select fonts and point size. Of those pupils observed, a minority were confident about processes such as highlighting, deleting or moving blocks of text. The majority showed unsatisfactory skills and in one example a pupil, having made a mistake in the text, switched off the computer without first closing

down the application. Such unfamiliarity with computers was not uncommon. Another common error was to use the return key at the end of a line, rather than allowing the computer to word-wrap the text.

At Key Stage 1 pupils use the mouse proficiently to control some on-screen functions such as selecting items from menus or placing the cursor in a different position. The best work seen within this key stage involved pupils writing their own name and changing font style.

Where pupils have the opportunity to use the technology they are initially enthusiastic and keen to do well. Their low level of skill is such that frustration creeps in and little satisfaction is derived from their effort. This is particularly the case at Key Stage 1. Pupils all treat the equipment with due care and work well together in common tasks, such as using an art package to produce simple drawings.

No formal teaching of the subject was seen during the course of the inspection. The outcomes, as seen in the pupils' work, indicate a lack of confidence on the part of many teachers to include within their lessons the opportunities which the technology can offer. There are exceptions to this, however. In Year 5 history, pupils had the opportunity to compose a report about the Spanish Armada in the style of a newspaper report. Work from a previous Year 6 developed the theme of newspapers in their production of the 'St Matthews Independent'. Good support is offered by learning support assistants, but such is the low level of pupils' skills that the support offered is mainly at the level of problem-solving rather than skill development.

Longer-term planning of the subject is satisfactory and due consideration is given to assessment of skills and provision of opportunity to cover the needs of the National Curriculum requirements. The quality of the planning, however, does not translate into effective outcomes. Although some of the equipment available is now becoming dated, it is adequate for the purpose and needs of the pupils. All classrooms have at least one computer and necessary peripherals and, Key Stage 2 pupils have access to additional facilities within the non-fiction library area. Good use is made of the technology during assemblies, where a musical notation programme was used effectively to provide accompaniment to pupils' singing. Sound as the planning is in terms of provision, it does not offer less experienced staff advice on how they might more effectively include the technology within their lessons. Some of the needs, such as staff development, are anticipated within the subject's five-year plan. An application for funding to connect the school to the Internet has been made. The lack of urgency is unsatisfactory.

Since the previous inspection, improvements have been made to the extent that an appropriate scheme of work is now in place and a more effective method of recording pupils' progress and attainment has also been established. It is a concern that neither of these is currently used effectively to ensure that pupils leave the school as confident and knowledgeable users of the technology.

Art

Throughout the school, attainment in art is below that which might be expected from pupils of similar age.

By the time they leave the school, pupils have experienced only a narrow range of work. This

includes pictures using different paint media but much of this work is in support of other subjects such as history. For example, in their work about the Second World War pupils produced portraits depicting children who were to be evacuated. While these are evocative of feelings, such as anxiety or loneliness, the quality is unsatisfactory. The pupils do not have the technical skills adequately to portray depth. In samples of watercolour work produced by other pupils unsatisfactory application skills are evident, with paint being applied through blocking in of pencil drawings. In some of the better work seen pupils were beginning to appreciate the style of artists, such as van Gogh. At its best this work was no better than satisfactory, with very few pupils able to imitate the style and technique of this particular artist. They were, however, coming to an understanding of van Gogh's use of colour. Year 5 pupils were observed using clay to produce models of Tudor houses, to support their history topic. Here also, pupils indicated uncertainty about the technique of working with clay. Previous work done by this group, such as the small models based on the work of Picasso, was of satisfactory quality.

At Key Stage 1 pupils develop an understanding of colour mixing. In both their discussions and subsequent work the majority of pupils indicate an awareness of the range of subsequent colour which can be obtained from the mixing of primary colours. Pupils of higher attainment within this group describe well how secondary colours are obtained and can name colours obtained from the mixing of primary colours. In addition they know the names of other colours, such as purple and vermilion. Younger pupils at this key stage experimented in their work on 'fruit faces'. Some of the better work involved sticking fruit on a photograph, thus enhancing the overall effect. A higher-attaining pupil indicated good skill and attention to detail in modelling a ladybird.

Pupils make unsatisfactory progress. By the time they leave the school older pupils do not have the range of skill which is expected from those of similar age. With some exceptions, such as the portraits in support of their work on World War II, pupils are not able to empathise or portray feeling through their work. The samples seen were generally in plane view and the quality was bland.

In those lessons seen pupils indicated good attitudes to the subject. They set about their tasks with enthusiasm and listened carefully to the instructions of the teacher. Co-operation in lessons was very good and they shared both equipment and ideas in a purposeful way. In discussion no pupil said they found the tasks difficult. At the end of lessons pupils cleared away all of the equipment very tidily and effectively.

Insufficient formal teaching of the subject was seen to form first-hand views about the overall quality of teaching; however, it is evident that teachers lack confidence and knowledge about the subject. Where teaching did take place the lessons were well organised and the objectives, such as colour mixing, were purposeful. There was little provision for extending pupils' skills.

The co-ordinator of the subject is very aware of the weaknesses within the subject, particularly the low skill levels which older pupils have. To redress this she has already provided training for all teachers in order to raise their confidence and technical skills. In addition, the advice of the local adviser has been sought. As a result of this, pupils have produced good-quality pictures in the style of aboriginal drawings. There are firm plans to introduce an extra-curricular activity shortly. These measures should ensure a raising of standards throughout the school.

Since the previous inspection standards have remained unchanged. Elements, such as studies of the work of other artists, still remain under-represented.

Design and technology

Only one lesson of design and technology was observed during the course of the inspection. Some discussion took place with pupils and their work was examined. The teachers' planning was also reviewed.

In the lesson observed, pupils followed their own designs closely to cut and shape material into a purse. They were able to tack and sew, although most needed support with skills such as threading needles. Other evidence shows that, over time, the pupils gain a broad experience of using a range of materials, including food, wood and plastic. An appropriate emphasis is placed on the processes of design and evaluation. Pupils in Year 2, for example, use labelled diagrams to show what they plan to do.

In conversations the pupils demonstrated that they enjoy working with a range of materials and solving problems. In the lesson seen they were attentive and interested. They showed good levels of perseverance, for example to tie a knot in the end of the thread.

In the limited teaching seen, explanations were clear, demonstration well used, and appropriate resources provided. Safe practices were thoroughly explained and the differing needs of pupils met.

The previous inspection report was favourable. Scrutiny of work, discussion with pupils and staff, and the lesson observed indicate that the sound standards reported then have been maintained.

Geography

Throughout the school, progress in geography is satisfactory.

Year 1 pupils have a growing understanding of the layout of the school and classroom, and how they may be represented. Year 2 pupils know many areas and countries, such as India, beyond their own. They are beginning to ask and answer questions about places, generally using their own observations. In Year 3 pupils find features and places on maps and many have some notion of the relative lengths of local and international journeys. They can describe what is meant by "services" and list examples such as window cleaning and refuse collection. Year 4 pupils generally measure and calculate scale with quick accuracy. Year 5 pupils use a range of geographical evidence to investigate places. This continues to develop satisfactorily in Year 6 and these pupils are beginning to develop an awareness of how people can damage or improve the environment.

Discussions with pupils suggest that progress is good in the geographical visits undertaken. Pupils have good memories and good understanding of learning undertaken practically. Scrutiny of pupils' work suggests progress is limited in some curriculum topics because the school attempts to cover too much too quickly. Written work suggests that consequently many pupils have little understanding.

Language skills are used with varying effectiveness, largely dependent upon the teacher's expectations. This is in marked contrast to subjects such as history where expectations and standards are much higher. Where expectations are low, handwriting is untidy and punctuation is inaccurate. Capital letters are used within sentences and occasionally within words. Number skills are often well used in map and scale reading. Pupils generally measure quickly and accurately. Year 4 pupils have a sound understanding of how scales accurately represent real proportion, but they use the "is equal to" sign incorrectly, and this is not corrected by the teacher. Information technology is rarely used to support work in geography.

Pupils are generally inquisitive, eager to learn and keen to answer their teachers' questions. In the small proportion of lessons where this is not the case, it is generally because of their response to poor teaching.

The quality of teaching is sound overall, but includes a small but significant proportion of poor teaching. Teachers' knowledge and understanding are sufficient. Practical skills are often well taught, enabling pupils to understand better and make quicker progress. Poor teaching is the result of ineffective classroom management, leading to slow pace and subsequent restlessness and lack of interest by pupils.

The previous inspection report was satisfactory overall, except that there were insufficient book resources at Key Stage 1. This has now been resolved, and the standards maintained.

History

Throughout the school, progress in history is good.

Year 1 pupils are developing a good sense of chronology and can construct time lines, for example of their day at school, identifying the most important events. Year 2 build upon this well so that pupils are able to show the passage of time, for example during the events of the Great Fire of London. They are developing good factual knowledge of the time and can describe important personalities such as King Charles and Samuel Pepys. They understand how people dressed and that it was the fashion for men to wear tights and wealthy people to powder their wigs for reasons of hygiene. Year 3 know the names of some Greek gods, that Athens is the capital of Greece, and that the people found it easier to travel by water because of the rough terrain. Much of the work they are given asks little more of them than that they colour in various information sheets, and this limits their progress in this year. Year 4 compare and contrast successfully different versions of the struggle between Boudicca and the Romans. Much of their work does little to develop their skills. Pupils in Year 5 are developing their enquiry skills well, for example when determining questions which they wish to answer about the Tudors. Year 6 pupils use historical sources well, particularly when linking them to determine chronological order or to date various items. For example, they recognise that motor car wheels have changed, early ones resembling the spoked bicycle wheels on which they were modelled. Some pupils have a good sense of periods in recent history, and can describe how the styles and designs of advertisements in photographs that they study have helped them to determine the era. They are able to empathise with children of their age evacuated during the war and demonstrate some understanding of the causes and effects of actions at that time.

Progress is particularly good when pupils investigate for themselves. Year 2 can compare and describe bed warmers from different eras. They give some sensible reasons for why a rubber bottle is preferable to a clay one. Progress is slower on the rarer occasions when pupils copy factual accounts, whatever their attainment levels, virtually word for word.

Good links are made to other subjects, and this is beneficial to pupils' progress because new learning in one reinforces knowledge in another. For example, very good use is made of information technology skills in Year 6, to find out about the effects of the Beeching Report on the railways. These pupils also interrogate data stored on disk to compare the rise in volume of vehicles with increases in road fatalities. They learn that information technology allows us to use data to draw conclusions much more quickly than would otherwise be possible. Even so, their general information technology competence is so low they can only do this with good levels of adult support. Language skills are also used well, for example when Year 4 write a newspaper account of an historical event, or Year 5 make notes about the Tudors.

Pupils have positive attitudes. They are keen to answer their teachers' questions and to take a full and active part in the lesson. Most work well independently, staying on task and persevering even when they are not the focus of the teacher's attention.

The quality of teaching seen in the small number of lessons observed during the inspection was good. A strength of teaching is the use of historical sources, for example in Year 6, to develop pupils' enquiry skills. Knowledge and understanding are generally good, the most effective teachers being able to link cause and effect, or use anecdotes of the period to explain the point they wish to make more effectively. Teaching is less effective when the pupils are given factual information that asks little of them, other than that they copy it down or colour it in.

Although the curriculum has wide coverage, this occasionally leads to superficial work as pupils are required to cover many areas too quickly, thereby restricting their understanding. Co-ordination is good, although only recent. Appropriate plans have been drawn up to develop the subject, including the greater use of first-hand evidence.

The previous inspection report was generally favourable, but described variations in standards, attitudes and progress largely caused by variation in the quality of teaching. Scrutiny of current work suggests that these variations have not been overcome.

Music

Progress in music is satisfactory overall. It is good where teachers have particular skill or expertise, with which to illustrate their point more clearly or to respond when a pupil, group or class needs further guidance. Pupils sing well in assemblies.

In Year 2, pupils sing confidently and play simple pieces with growing awareness and improving use of rhythm, tempo and dynamics. They listen to various pieces of music and most offer their views, a small number using comparisons with different pieces of music in their descriptions.

In Year 6, pupils recognise the different styles and rhythms of blues, calypso, rock and roll,

reggae and jazz. They can appraise and improve their own music well, one group recognising that the idea of two pupils playing identical instruments is giving their composition a lack of balance. Pupils receiving individual tuition have good knowledge. They can recognise several notes, how many beats there are in a bar, and that bass and treble clefs are low and high notes respectively.

Pupils make very good progress in individual instrument tuition. The teaching that they are given is precise and the small numbers in each group enable each pupil to have good advice when they need it. Pupils enjoy these lessons greatly. Although the response of all pupils is generally positive, girls are more mature in their approach and more focused in their work. Consequently they make the greater progress. Pupils are generally very well motivated in individual instrument tuition, although some forget instruments or to practise and this adversely affects their progress. Pupils invariably handle instruments with care.

The quality of class teaching is generally good, except in one class where it is poor: instrumental tuition is very good or excellent. Teachers' knowledge and understanding are at least sufficient, and good use is made of resources to support the aims of lessons. Tasks often develop sequentially so that the level of challenge increases and pupils are constantly asked to apply what they have just learnt. The good relationships enjoyed between staff and pupils enable lessons to be enjoyable but to move at a brisk pace. Individual tuition builds techniques such as use of the bow. Attention is also paid to safety, for example explaining the dangers of over-practising.

The curriculum successfully introduces pupils to a wide range of cultures and styles of music. This is reinforced and extended on occasions such as assemblies when music from different periods is played and discussed.

The previous inspection report was generally favourable, although some unsatisfactory teaching led to lower standards and poorer response from pupils. This remains the case.

Physical education

Only one session of swimming and lessons in dance and gymnastics were observed during the inspection. Although teachers' planning shows that all aspects of the National Curriculum for physical education are taught during a year, there are significant weaknesses both in the teaching of and provision for the subject. Of the four lessons observed, the teaching in two was unsatisfactory and in one it was poor, while it was good in one dance lesson in Year 5.

A significant weakness in three of the lessons observed was the teachers' inadequate control of the pupils. Few effective methods were used to control the unsatisfactory behaviour of some pupils in each of these classes. Pupils became inattentive, failed to heed the teachers' instructions and made little attempt to improve their skills and techniques. In a Year 3 gymnastics lesson, the pupils failed to carry heavy apparatus correctly and the teacher did not ensure that the pupils' health and safety were guaranteed. Once the apparatus had been put out most groups of pupils showed scant regard for each other's safety, the teacher having given no clear instructions about how the apparatus should be used.

Teachers do not teach the correct techniques, stop lessons to demonstrate, or give pupils advice on how they might improve what they are attempting. Consequently, although activity

takes place, much is misdirected with little improvement in skills or techniques. In a Year 1 dance lesson, for example, the tape used was not stopped sufficiently to discuss ways of improving pupils' performance. The exception to this was in a good dance lesson in Year 5. Here the teacher gave clear instructions, kept firm control of the class, made good use of the pupils to demonstrate what she required and provided a good challenge for the class. Good progress was made in the development of the routines and movements for a Tudor dance.

Unsatisfactory progress was made by pupils in three out of the four lessons. The majority of pupils in each class showed little improvement in their skills and techniques. The quality of the movement of Year 3 pupils around the hall and over benches was similar to that expected normally by pupils in Year 1. Dance routines and the pupils' response to music are also immature and well below the standard expected.

The hall, in which all of the lessons took place during the inspection, is unsuitable for full classes. The apparatus is satisfactory, but difficult to use in the space available. This has an impact on the pupils' progress.

Pupils are able to participate in competitive sport against other schools. The school has had considerable success in local football, netball and athletics competitions in recent years. These activities support the pupils' development of games skills and encourage them to work and play together as a team.

The previous inspection report was generally favourable. Minor criticisms were made of the lack of opportunities for pupils to plan or evaluate their performances. Shortcomings in the accommodation were also noted. Since then, standards of teaching have fallen, with a consequential effect upon the attainment and progress of the pupils.

Swimming

The inspection of this school included a focused view of swimming which is reported below.

Swimming lessons are provided for all pupils in Year 5, over 15 sessions in the autumn and spring terms at a local pool. By the end of Key Stage 2 all but one or two pupils are able to swim unaided for at least 25 metres, the standard expected by the National Curriculum. Many are very competent swimmers, being able to swim efficiently using front crawl, breaststroke and backstroke. They complete water survival tests and understand the principles of safety in the water. The less confident swimmers are taught in small groups and are given much encouragement by their instructors and classmates. Arrangements are made for those who cannot meet the requirements of the National Curriculum by the end of the 15 sessions to have further lessons in Year 6.

The swimming sessions are usually taken by four qualified instructors, the class being accompanied to the pool by their teacher and a classroom assistant. In the lesson observed only two instructors were available. This unexpected absence resulted in one group of pupils having to be supervised by the class teacher, who is not qualified to teach swimming. This arrangement was unsatisfactory. Although the supervision was good, little effective direct teaching of this group took place. The organisation and teaching of the rest of the class was satisfactory. The weakest pupils were given opportunities to practise their leg kicking while holding a float. The instructor gave each pupil individual attention and help to improve, setting each pupil a personal target for the lesson. The middle group worked with an instructor to improve their breaststroke, with a particular emphasis on their arm movements. Pupils were used well to demonstrate the correct techniques and each individual pupil was given further help and technical advice. The session was enjoyed by the pupils, all of whom had the

opportunity to try for part of their next award. Several pupils made good progress during this session, improving their style and the co-ordination of their arm and leg movements.

The swimming curriculum follows the local educational authority scheme for all primary school pupils. It is carefully planned to enable pupils to develop skills and confidence in the water. The 15 sessions available to the school enable the majority of pupils to reach the standards expected by the end of Key Stage 2. Records are kept of each pupil's progress through the awards scheme, and lessons on water safety are also provided. Apart from the unexpected absence of some swimming instructors at the session observed, provision is good and standards generally high.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

The inspection was undertaken by a team of five inspectors who spent the equivalent of ten days in the school. The evidence in the report is based upon a total of 32 hours and 50 minutes spent observing a total of 50 lessons or parts of lessons. These lessons were spread over all classes.

The evidence also includes:

- inspection of a range of other school activities, including registration;
- listening to the reading of a total of 21 pupils selected from each age group to represent the full range of ability and attainment. Other pupils were also heard reading in lessons such as the literacy hour;
- inspection of books and other work of pupils from each age group, in each class, selected by teachers to represent the full range of attainment;
- samples of written reports to parents;
- discussions with pupils about their work;
- discussions with the headteacher, teaching and non-teaching staff, a visiting specialist teacher and governors;
- discussions with parents at a meeting held prior to the inspection, attended by 17 parents, and other parents informally during the inspection;
- scrutiny of policy documents, schemes of work, attendance registers, minutes of the meetings of the Governing Body, teachers' planning and other documents;
- analysis of the School Development Plan and budget figures;
- analysis of the 57 responses returned to a questionnaire sent to all parents of pupils at the school;
- analysis of the previous inspection report.

DATA AND INDICATORS

Pupil data

| | Number of pupils on roll (full-time equivalent) | Number of pupils with statements of SEN | Number of pupils on school's register of SEN | Number of full-time pupils eligible for free school meals |
|-------|---|---|--|---|
| YR-Y6 | 205 | 3 | 48 | 43 |

Teachers and classes

Qualified teachers (YR-Y6)

Total number of qualified teachers (full-time equivalent):

8.6

Number of pupils per qualified teacher:

23.8

Education support staff (YR-Y6)

Total number of education support staff:

7

Total aggregate hours worked each week:

109.0

Financial data

Financial year:

1998-1999

| | £ |
|--|----------|
| Total Income | 513 313 |
| Total Expenditure | 468 450 |
| Expenditure per pupil | 2 566.56 |
| Balance brought forward from previous year | 65 709 |
| Balance carried forward to next year | 110 572 |

PARENTAL SURVEY

Number of questionnaires sent out:

158

Number of questionnaires returned:

57

Responses (percentage of answers in each category):

| | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| I feel the school encourages parents to play an active part in the life of the school | 53 | 47 | 0 | 0 | 0 |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 67 | 32 | 2 | 0 | 0 |
| The school handles complaints from parents well | 23 | 56 | 19 | 2 | 0 |
| The school gives me a clear understanding of what is taught | 32 | 63 | 5 | 0 | 0 |
| The school keeps me well informed about my child(ren)'s progress | 44 | 53 | 4 | 0 | 0 |
| The school enables my child(ren) to achieve a good standard of work | 42 | 56 | 0 | 2 | 0 |
| The school encourages children to get involved in more than just their daily lessons | 39 | 40 | 19 | 2 | 0 |
| I am satisfied with the work that my child(ren) is/are expected to do at home | 35 | 54 | 7 | 4 | 0 |
| The school's values and attitudes have a positive effect on my child(ren) | 53 | 40 | 7 | 0 | 0 |
| The school achieves high standards of good behaviour | 42 | 49 | 5 | 4 | 0 |
| My child(ren) like(s) school | 74 | 21 | 2 | 2 | 2 |