

INSPECTION REPORT

CHILTON PRIMARY SCHOOL

Stowmarket

LEA area: Suffolk

Unique reference number: 124622

Headteacher: Janet Watson

Reporting inspector: Grace Marriott

3674

Dates of inspection: 26th – 27th November 2002

Inspection number: 248609

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	3 - 9
Gender of pupils:	mixed
School address:	Violet Hill Road Stowmarket Suffolk
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Concepta Palk
Date of previous inspection:	March 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chilton is an average sized first school in Stowmarket, Suffolk. It has 173 children on roll including 48 children who attend the nursery part time. There is a considerable imbalance in numbers between year groups and more than twice as many boys as girls in Years 1 and 2. The pupils are almost all of white UK origin; very few are from ethnic minorities or at an early stage of learning English. Children come from a very wide variety of backgrounds and the proportion entitled to free school meals is currently average, though it has recently been significantly higher. Over a quarter of pupils are on the register of special educational needs and nine pupils have a statement of special educational need. This is well above average because, by arrangement with the local education authority, the school takes a number of children from out of its area. The main special needs are moderate learning difficulties, autism and emotional and behavioural difficulties. Pupils' attainment is below average when they start school.

HOW GOOD THE SCHOOL IS

Chilton is providing its pupils with a good education in an attractive and friendly environment. By the time the pupils transfer to middle school, standards are broadly in line with the national expectations, though varying slightly from year to year. The teaching is good. The leadership and management of the school are both good. The head teacher, staff and governors work well together to achieve their aims. The school gives good value for money.

What the school does well

- Standards in reading are good, and the more able pupils achieve good standards in mathematics
- Pupils have good attitudes to school and behave well in lessons and around the school
- The teaching is good
- The partnership with parents is strong and makes a valuable contribution to the pupils' education

What could be improved

- The school needs a more consistent approach across all age groups to developing pupils' language and writing skills
- Pupils of average attainment are not always challenged enough in mathematics

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998. Since then the improvement has been good. Results have risen from below average to average, though with some fluctuation. In 2002 the school exceeded its targets in reading, writing, spelling and mathematics. The issues from the previous report have been tackled well. The quality of development planning has improved and systematic monitoring has helped to raise standards and improve teaching. Pupils of all ages are encouraged to be independent and take responsibility, though this has been most effective in the Foundation Stage and Years 3 and 4. The addition of an information and communication technology (ICT) suite has improved work in this area. The playground facilities have been much improved.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores¹ in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	Year 2000	Year 2001	Year 2002	Year 2002
Reading	B	C	B	B
Writing	C	C	D	C
Mathematics	C	C	D	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the Foundation Stage the children's personal and social development is good. The children develop in independence and confidence, and are able to join in a wide range of activities. They achieve the expectations in terms of personal, social, physical and creative development. Many children start the nursery with very limited language skills and by the time they are ready to start the National Curriculum they have made progress but are still below average in the early stages of reading, writing and mathematics and their knowledge and understanding of the world.

Results in the Year 2 national tests have improved since the last inspection when they were below average. Now pupils achieve broadly average standards, though varying from year to year mainly because of differences in the number of pupils with special educational needs. For example, in 2002 five of the 28 pupils who took the tests had a statement of special educational need. The 2002 results in reading were better than similar schools, in writing they were in line and in mathematics they were somewhat below similar schools. In 2002 the school exceeded its targets for Level 2, which is the level most pupils are expected to achieve and exceeded its target for the higher Level 3 in everything except reading. Nevertheless, the results in reading are better than most schools, mainly because more pupils reach Level 3 than do so nationally. This represents good achievement overall. The overall mathematics results were slightly below average, but over a third of pupils achieved Level 3, which is better than the national average. Boys did slightly better than girls in reading and writing, but girls did slightly better in mathematics.

In Years 1 to 4 current standards in reading are good. Pupils generally read fluently, with expression and show good understanding. They acquire a good range of research skills and read for information as well as for pleasure. Many pupils however, have a limited vocabulary and difficulty expressing themselves, which hinders their ability to write well. Standards of handwriting are not high enough and many pupils do not present their work well. In mathematics, the more able pupils are working to a good standard but some pupils of average ability are not doing as well as they could. Standards in ICT are at least in line with expectations and many pupils have good skills which they use well. Pupils with special educational needs are making good progress towards achieving their individual targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very positive about school and are usually interested in their

¹ Points are allocated for each level achieved i.e. Level 3 equals 21 points, 2A equals 17, 2B equals 15, 2A equals 13, and Level 1 equals 9 points. The average for the school is calculated for each subject and compared with other schools. Similar schools means those schools with a similar proportion of pupils entitled to free school meals.

	work and want to learn.
Behaviour, in and out of classrooms	Pupils behave well in lessons and around the school.
Personal development and relationships	Pupils work and play together well. They learn to take responsibility for their work and behaviour and to work independently
Attendance	Slightly below average overall. Authorised absence is average but unauthorised absence is higher than the national average

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Satisfactory	Good	Good

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

The teaching is good overall. There was no unsatisfactory teaching and more than two thirds of the lessons were good or very good, which is an improvement on the previous inspection. In the foundation stage the teaching was satisfactory overall. In Reception there were considerable strengths in the teaching of the early stages of reading and writing, and in the Nursery, good examples of developing children's independence. In Years 1 and 2 a third of the teaching was very good and in Years 3 and 4 classes almost all the lessons were graded as good. Teachers know their pupils well, there is a high degree of consistency in the way in which they apply school policies and teachers are successful in developing pupils' confidence, self-esteem and independence. Consequently, pupils know exactly what is expected of them. They respond well in lessons and are prepared to work hard to succeed.

Reading skills are well taught. Teachers use a consistent approach and give pupils many opportunities to use their reading skills. As a result, pupils apply what they know to new work and read with confidence. The school's approach to teaching writing and handwriting is less effective because from the Nursery onwards, it is not consistent enough to extend pupils' vocabulary and writing skills. Basic numeracy skills are well taught and higher attaining pupils learn particularly well, but pupils of average ability are not always challenged enough to enable them to develop their wider mathematical knowledge and skills to a higher level. ICT is taught well, which enables pupils to use their knowledge and skills in other subjects. Teachers and learning support assistants work very closely together to provide well-targeted support for pupils with special educational needs. This enables them to take part fully in lessons and learn well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and covers all aspects of the national curriculum. The range of extra-curricular activities is satisfactory overall and particularly good for older pupils
Provision for pupils with special educational needs	This is well managed. Pupils with special educational needs are given good support and are able to take part fully in school life
Provision for pupils with English as an additional language	The school has very few pupils with English as an additional language and they are well catered for in mainstream lessons
Provision for pupils' personal, including spiritual, moral, social and	This is good overall and very good for helping pupils develop moral values and social skills

cultural development	
How well the school cares for its pupils	The arrangements for child protection are excellent and pupils receive very good support and guidance

In Years 1 to 4 subject co-ordinators ensure that that the curriculum is well planned. Staff are working hard to develop the mathematics curriculum and extend the use of ICT. They also recognise the need to provide more activities outside lessons for pupils in Years 1 and 2. The Foundation Stage planning is based on the national framework but teachers plan separately for the Nursery and the Reception Class. Although this provides a satisfactory curriculum, it makes it more difficult for teachers to ensure continuity in key areas such as the development of language and literacy.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher is well supported by senior staff. Priorities are clear, well thought out and plans are implemented effectively. The school is well managed.
How well the governors fulfil their responsibilities	The governors are knowledgeable and supportive. They are fully involved in planning for the school's development.
The school's evaluation of its performance	The monitoring and evaluation of all aspects of the school's work is thorough and effective.
The strategic use of resources	Resources are used well to support the school's aims and achieve its targets.

The school improvement plan has provided a good basis for moving the school forward. The main priorities and targets have been realistic and achievable. The comparatively high reserves have been designated for specific purposes and the head teacher and governors use the principles of best value effectively. The implementation of systematic monitoring and evaluation of all aspects of the school, but particularly teaching and learning, have resulted in significant improvement. The school is well staffed and makes good use of its facilities and resources to provide pupils with a good education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress • Teaching is good • The head teacher and staff are approachable • The school has high expectations • The school is well led and managed • School helps children to become mature and responsible 	<ul style="list-style-type: none"> • There were no significant criticisms – a very few parents would like more information about their children's progress

Parents are positive about the school and have confidence in it. The inspection team felt that their confidence is justified. The school provides good information, though some reports could be more specific about how children could improve their work. Most parents take advantage of the many opportunities to come into school and see how well their children are progressing.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

- **Standards in reading are good and more able pupils achieve good standards in mathematics**
 1. Many children start school in the Nursery or Reception with very limited language skills and by the time they are ready to start the National Curriculum they have made good progress. For example, they have learnt the basic letter sounds and shapes and can read some words. Most can also write their names. They are, however still below average in the early stages of reading, writing and mathematics. The good progress they make is built on systematically so that by the end of Year 2, standards in reading are good and they remain good in Years 3 and 4. Most pupils learn to read fluently using a range of strategies. They have a secure knowledge of phonics and use this to read unfamiliar words, but they also use context and picture clues to help them make sense of what they are reading. The expression they put into their reading shows that they have a good understanding of the stories. They acquire a good range of research skills and understand how to read for information as well as for pleasure. Pupils with special educational needs receive very good support and are making good progress towards achieving their individual targets. For example, in one good session they were working in small groups on reading and writing tasks which were challenging but which they were able to achieve. A poem about a whale was used effectively to illustrate through rhyme the use of words which sound the same but are spelt differently.
 2. In mathematics the youngest children learn to count to at least twenty, and the higher attainers are beginning to sort or order a number of objects, for example by size or shape, and to count on or back from a number. This good progress is built on in Years 1 and 2 so that by the end of Year 2 the higher attainers are working to an above average standard. Their understanding of addition and subtraction is secure and they have grasped the basic principles of multiplication. This is maintained in Years 3 and 4 where the higher attainers were using estimation confidently to check the likely accuracy of their answers. These pupils appear to enjoy mathematics. In lessons they are generally quick and accurate in mental mathematics and are happy to answer questions, though occasionally they have some difficulty in explaining exactly what they mean. Work in their books showed evidence of their competence in using computational and problem solving skills. Their investigation of odd and even numbers showed that they had tackled problems systematically and learnt to apply what they know to unfamiliar situations.
- **Pupils have good attitudes to school and behave well**
 3. In the Foundation Stage the children's personal and social development is good. They really enjoy coming to the Nursery and Reception classes and develop in confidence and independence. They learn to share and take turns in a wide range of activities. The nursery children manage their snack time for themselves very competently and use the planning board successfully to choose what they want to do. They understand that some activities are limited to a few children at a time and that they may have to wait. They are encouraged to appreciate what other pupils can do. In a good PE lesson with Reception and Year 1, the younger pupils watched carefully and with interest when others demonstrated their travelling movements on the apparatus and this encouraged them to try new ideas. In Years 1 to 4, pupils are also very positive about school. They are generally interested in their work and understand that they come to school to learn and so there is a businesslike yet friendly working atmosphere in classes. As with the younger children they work and play together well and co-operate over the use of equipment.

4. Behaviour in lessons and around the school is generally good. Pupils listen well to teachers and follow instructions properly. They understand the classroom rules and usually abide by them, though a few who are keen to answer do not always give others enough time. Pupils are sensible in the way in which they move around the building and use the playground. Pupils in all year groups mix well and seem to enjoy each other's company. They are very appreciative of the improvements made to play areas and enjoy the facilities such as the separate areas for lively and quiet play, the seating areas and the adventure playground. The members of the school council showed a strong sense of responsibility and felt that they had been given a real role to play in the school. They were fully involved in planning the new layout for the playground. In all classes pupils are expected to take responsibility for different aspects of the classroom organisation and they act helpfully and reliably.
5. Pupils' good attitudes and behaviour reflect the hard work of staff who implement school policies and procedures fairly and consistently. Expectations for behaviour are clearly displayed in all class rooms. Personal, social and health education, and circle time are used very effectively to help pupils understand what is expected of them and take responsibility for their own actions. Religious education lessons are used in a similar way. Pupils are encouraged to think about their own beliefs and to learn about other beliefs. A lesson on Islam in Years 3 and 4 helped pupils to understand why it is important to respect other peoples' beliefs. Pupils were very confident that any bullying or difficulties would be dealt with quickly and effectively. They feel secure in school because the arrangements for supporting them and for promoting their academic and personal development are very good.

- **The teaching is good**

6. The teaching is good overall. There was no unsatisfactory teaching and more than two thirds of the lessons were good or very good, which is an improvement on the previous inspection.
7. In the Foundation Stage the teaching was satisfactory overall. In both the Nursery and Reception, activities cover all the six areas of learning expected for children of this age at an appropriate level for their age and stage of development. In the Nursery, adults helped children to develop independence through giving them considerable responsibility for choosing what they wanted to do and the encouragement to manage activities such as snack time for themselves. When children were playing independently, the staff observed and recorded their development carefully, but some opportunities were missed for adults to help children to develop their knowledge and skills. For example, staff were not always aware which children had been involved in the different activities. They could not ensure that, over a period of a week, all of them would take part in a wide enough range of activities. Stories are very well told and this helps to develop children's creative and language skills. However, on one occasion the group was too large to allow all children the chance to contribute.
8. In Reception, staff build on the independence developed in the Nursery and the range of activities undertaken over a well-planned and structured week are helping children to learn well. There were very considerable strengths in the teaching of the early stages of reading, writing and numeracy. In one session skilful questioning helped pupils to develop a good vocabulary and some of the higher attainers could not only re-tell the story, but were beginning to make up stories of their own. Individual work with adults and very effective group discussion helped to develop children's confidence in speaking. Children were making sustained progress in learning to read and write. Most could write their own names and some could read simple words. Similarly in mathematics, through individual or small group play or whole-group work with a

teacher or a support assistant, the children were counting to 20 and beyond. They were beginning to understand the relationship between the numbers they were counting and the number of objects they had in front of them. The highest attainers were reading and writing numbers to 10.

9. In Years 1 and 2, a third of the teaching was very good and in Years 3 and 4 almost all the lessons were graded as good. As a result pupils are making secure progress and are achieving well. In a very good art lesson in Year 1 the teacher was using the work of professional artists not just to stimulate pupils' own ideas, but to make them think about how they could improve their work by looking at techniques artists have used. In a good PE lesson on dance, the teacher made good links with science and English which helped to stimulate pupils' imagination. The teacher structured the lesson to introduce increasingly difficult challenges and gave the pupils the confidence to attempt new movements and routines. In general it was clear that teachers know their pupils well and are successful in developing confidence, self-esteem and independence. There is a high degree of consistency in the way in which teachers apply school policies. For example they make the aims of lessons clear and consequently pupils know exactly what is expected of them. They settle down quickly at the start of lessons and are prepared to work hard to succeed.
10. Reading skills are particularly well taught. Teachers use a consistent approach to developing phonic knowledge as well as pupils' knowledge and understanding of books. They give pupils many opportunities to use their reading skills and as a result, they read increasingly difficult books with confidence and expression. Pupils are able to apply their reading skills well in other subjects. For example, in a good science lesson with a Year 3/4 class the teacher provided a good writing framework for the investigation and a very good range of appropriate vocabulary. This enabled the pupils not just to conduct the experiments systematically but to record their findings accurately, using the correct scientific terminology. Basic numeracy skills are well taught and in general pupils have good computational skills. The mental mathematics sessions at the start of lessons are lively and generally conducted at a brisk pace which means that pupils have to concentrate and listen carefully. Questioning is targeted carefully to develop individual knowledge and confidence. In a Year 2 starter session on doubling and halving numbers the questions made pupils think about how to apply what they already knew to larger numbers. The level of challenge for higher attaining pupils was particularly good. They were dealing confidently with numbers to a hundred, when most pupils were working with numbers to twenty.
11. ICT is well taught which enables pupils to apply their knowledge and skills in other subjects. Staff have improved and updated their own skills and are confident. The new computer suite is being well-used from the nursery onwards. Nursery children enthusiastically played a game which helped them to develop control of the mouse, though some were finding this difficult. In Years 3 and 4 the pupils were taught how to create their own database systematically to help them with the work on animals they were doing in science. Displays and work in books showed evidence of ICT being used particularly well for art, English and mathematics.
12. Teachers and learning support assistants work very closely together to provide well-targeted support for pupils with special educational needs. This enables them to take part fully in lessons and learn well. Teachers have comprehensive records of pupils' needs and what they can do. This information is used to set targets and plan the next steps. The work is planned in manageable units that have a good mix of the consolidation of previous work and the challenge of new work. In one lesson, pupils in Years 3 and 4 worked in small groups on phonics and writing tasks. This gave them the benefit of more individual attention and they were also developing the social skills needed to work well with others. Similarly in a Year 1/2 music lesson, the task of listening and following a rhythm was a good exercise in concentration and in learning to take

turns. In both lessons the pupils were enjoying what they were doing and clearly gaining in confidence as well as making progress.

- **The partnership with parents is strong**

13. Parents are positive about the school and have confidence in it. The inspection team felt that their confidence is justified. The response to the questionnaire showed a high degree of support for the work of the school. The response to most of the questions was overwhelmingly positive. In particular, the parents confirm that their children are happy in school. They think that the teaching is good, that the school has high expectations and that the leadership and management are good. Parents feel confident that they could approach the staff with any questions or comments.
14. The school provides good information for parents through regular reports and opportunities for parents to come into school. The school prospectus makes a number of very sensible and practical suggestions about how parents can support their children's education. Parents are encouraged to help their children at home by listening to them read and helping them with other homework, and most do this. Most parents take advantage of the many regular opportunities to come into school and see how well their children are progressing. Each half term, parents are invited to a 'Time to Share' when they come into school and the pupils are responsible for showing their parents their work. This is always well attended as the pupils are keen to show their parents what they have done. An open evening every term provides a more formal occasion on which parents can discuss their child's progress with his or her teacher. These evenings are also well attended.
15. Reports give parents information about what their children can do in the different subjects but most reports could be more specific about how the pupils could improve their work. However, the reception class reports give good information about the amount of progress their children have made. The emphasis is very much on reporting the core subjects of English, mathematics and science, and other subjects such as art and design and technology are not reported on in any depth. In the older classes, the pupils are encouraged to make their own evaluation of their work and set their own targets, which is helpful. In the Nursery there is some over-use of jargon. The parents of children with special educational needs are consulted and kept very well informed about their children's progress. Targets are shared and discussed regularly and parents are strongly encouraged to attend review meetings.
16. Parent volunteers are welcome in the school and give valuable help in classes and on visits. The 'Friends of the School' also organises many successful social and fundraising activities which are well supported by parents.

WHAT COULD BE IMPROVED

- **The school needs a more consistent approach across all age groups to developing pupils' language and writing skills**

17. Many children start the nursery with few language skills and little experience of expressing their ideas. This weakness tends to persist throughout the school and many pupils have a limited vocabulary and difficulty expressing themselves. In both the Nursery and Reception classes many children had to be strongly encouraged to talk in more than monosyllables. In older classes, the pupils tended to respond with one-word answers or very short sentences. In Years 1 to 4

this hinders their progress in other subjects as well as their development of writing skills in English. In more than one mathematics lesson the pupils understood the questions and produced accurate answers, but struggled to explain how they had achieved their answers. They sometimes knew the appropriate technical vocabulary, but could not explain the process they had used.

18. Some higher attaining pupils learn to write well and by Year 4 they use a good range of vocabulary and sentence structure when writing factual accounts or fiction and their spelling, punctuation and grammar are generally accurate. These pupils handle quite complex ideas effectively and their writing of dialogue is lively and interesting. They are, however, very much the minority. Many pupils find it difficult to develop a mature writing style or use a range and variety of appropriate vocabulary. Stories and factual accounts tend to be fairly short and pupils do not develop their ideas fully enough. Many pupils do not present their work well and standards of handwriting are not high enough. This does not encourage them to write at length. The quality of handwriting seen in some of the practice books was not being reflected in their every day work. In general, pupils are not developing a confident free-flowing style which enables them to write quickly and accurately.
 19. The school's approach to teaching speaking, writing and handwriting is less effective than the approach to teaching reading. From the Nursery onwards the approach to extending pupils' vocabulary and writing skills is not consistent enough in all subjects or areas of learning. The lack of joint planning in the Foundation Stage makes it harder to ensure that there is consistency in the way in which communication, language and literacy skills are taught or ensure that the work in Reception builds systematically on the work done in the Nursery. In Years 1 to 4, all teachers try to improve pupils' speaking skills and the range and extent of their vocabulary in the literacy sessions and to some extent through the oral sessions in other subjects. They are also aware of the need to use and explain the technical vocabulary of subjects such as science. Teachers do not, however, always identify explicitly enough in their planning, how work in a variety of subjects can be used to develop pupils' speaking and writing skills. This means that opportunities in lessons are not always created or exploited fully enough. For example, written work in history, geography and science tended to be brief. It was often little more than labelling drawings or diagrams with little expectation that pupils would write their own explanations. In general a more concerted approach is needed across the school so that teachers can build on what has been done in previous years.
- **Pupils of average ability are not always challenged enough in mathematics**
20. The results in the Year 2 national tests show that the proportion of pupils achieving Level 3 which is the higher level, was better than most schools, but the overall results were not as good. This is consistent with the school's own evaluation of standards in mathematics. This evaluation indicated that the more able mathematicians make good progress and achieve well, and also that the pupils with special educational needs are doing well in terms of their own targets. The pupils not making fast enough progress were in the middle range. The school has therefore made the raising of standards for this group a high priority.
 21. The teaching of mathematics was never less than satisfactory and much of it was good. In most lessons the brisk mental mathematics starting activity engaged pupils' interest in the lesson and built on their skills. Questions were well-directed at individuals as well as the whole class and this part of the lesson was generally effective. Resources such as small white boards were used well as an aid to learning. However, some pupils found it difficult to maintain their concentration unless they were supported and prompted by a classroom assistant.

22. Some pupils in all age groups lacked confidence. They did not expect to do as well in mathematics as they did in English. This attitude was also shared by some parents. In most lessons the match of work to pupils' knowledge and skills was accurate and they were making secure progress. On one occasion when working on estimation and multiplication, the higher-attainers coped well with the task and were able to apply their knowledge of multiplication to a new task. However, a number of pupils were not as confident and became confused about the task. The teacher realised this and very sensibly changed the focus of the lesson to help pupils to consolidate their knowledge. In another lesson the teacher had rather underestimated what the pupils could do and the pace of the lesson was slow.

23. The mathematics co-ordinator has produced a good action plan which is designed to raise teachers' expectations of what pupils can achieve and increase pupils' knowledge, skills and confidence. The work in pupils' books showed that teachers' skills in accurately matching the work to the specific needs of the pupils are improving. Teaching and pupils' work are being monitored carefully to keep a check on standards. The plan includes more emphasis on problem solving and applying mathematics to a variety of practical situations. This is designed to improve pupils' understanding of mathematical concepts and give them more confidence when explaining their ideas. The grouping of pupils into sets for mathematics in Years 3 and 4 is helping to target work more accurately to pupils' needs. The improvement evident in the standard of work shows that the implementation of the action plan is definitely having an impact on the quality of teaching and learning. This has, however, not yet had time to be fully reflected in the mathematics test results.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To build on what has already been achieved and to raise standards further, the head teacher, staff and governors should:

- 1) Ensure a more consistent approach to developing pupils' language and writing skills by
 - a common approach and joint planning in the Nursery and Reception Classes, in particular for communication, language and literacy activities, to maximise opportunities for developing children's vocabulary, their confidence in speaking and their early attempts at writing, and to maintain continuity from one class to the next;
 - planning in Years 1 to 4 more activities across all subjects which will extend and enrich pupils' vocabulary, develop their confidence in speaking and their ability to write at greater length;
 - give a higher priority to the presentation of work and the transfer of skills learnt in handwriting lessons to work done in other subjects;

Paragraphs 17, 18, 19

- 2) Implement the existing action plan for mathematics as quickly as possible to
 - raise further the expectations of pupils, parents and teachers for what pupils in the middle range of ability and attainment can achieve;
 - increase the level of challenge for these pupils.

Paragraphs 20, 21, 22, 23

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	11	6	0	0	0
Percentage	0	15	55	30	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost five percentage points

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y4
Number of pupils on the school's roll (FTE for part-time pupils)	24	149
Number of full-time pupils known to be eligible for free school meals	n/a	27

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs		9
Number of pupils on the school's special educational needs register	5	40

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.7

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)*

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year		2002	16	12	28
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	12	11	12	
	Girls	11	11	9	
	Total	23	22	21	
Percentage of pupils at NC level 2 or above	School	82 (78)	79 (85)	75 (88)	
	National	84 (84)	86 (86)	90 (91)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	12	12	12	
	Girls	11	9	10	
	Total	23	21	22	
Percentage of pupils at NC level 2 or above	School	82 (80)	75 (90)	78 (83)	
	National	85 (85)	89 (89)	89 (89)	

**Percentages in brackets refer to 2001.*

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	144	2	
White – Irish			
White – any other White background	3		
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese	1		
Any other ethnic group	1		
No ethnic group recorded			

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	16.5
Average class size	21.3

Education support staff: YR – Y4

Total number of education support staff	8
Total aggregate hours worked per week	150.5

Financial information

Financial year	2001/02
	£
Total income	526031
Total expenditure	511930
Expenditure per pupil	2534
Balance brought forward from previous year	31090
Balance carried forward to next year	45191

**Qualified teachers and support staff:
nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	1.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contracts of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contracts of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	173
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	43	6	0	0
My child is making good progress in school.	51	43	2	0	5
Behaviour in the school is good.	43	44	6	0	6
My child gets the right amount of work to do at home.	39	50	7	2	2
The teaching is good.	60	37	2	0	2
I am kept well informed about how my child is getting on.	53	30	13	2	3
I would feel comfortable about approaching the school with questions or a problem.	65	30	3	2	0
The school expects my child to work hard and achieve his or her best.	52	44	0	0	5
The school works closely with parents.	49	37	10	2	3
The school is well led and managed.	53	37	0	0	10
The school is helping my child become mature and responsible.	56	41	2	0	2
The school provides an interesting range of activities outside lessons.	50	31	9	0	10