

INSPECTION REPORT

**SARRATT Church of England
(VC) PRIMARY**

Sarratt, Rickmansworth

LEA area: Hertfordshire

Unique reference number: 117404

Headteacher: Mrs Christine Buck

Reporting inspector: Mrs Patricia Davies
22460

Dates of inspection: 6 – 7 February 2001

Inspection number: 196901

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
School category: Voluntary Controlled
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed

School address: The Green
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Nr Rickmansworth
Hertfordshire

Postcode: WD3 6AS

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Appropriate authority: The governing body

Name of chair of governors: Mr James Nicholson

Date of previous inspection: September 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The number of pupils has risen considerably over recent years, although the school is still small in comparison with other primary schools. There are now 113 pupils on roll aged from four to eleven years, with 15 children currently at the Foundation Stage in a class with pupils in Year 1. Year groups vary in size and sometimes have an imbalance in the proportions of boys and girls. The percentage of pupils eligible for free school meals is approximately 8 per cent. Just over 20 per cent of pupils have been identified as having special educational needs, with the greater proportion of them boys. Most of these pupils are at the lower stages, and none have statements of need. A very small proportion of pupils are from other ethnic backgrounds. When children first join the reception year there is a wide range of attainment and, taken overall, attainment is in line with national expectations.

HOW GOOD THE SCHOOL IS

Sarratt is a good and improving school, and valued by the community it serves. All pupils achieve well, and standards are above national expectations in English, mathematics and science when pupils leave the school at the age of eleven. The quality of teaching and pupils' behaviour and attitudes to learning are all good. The leadership and management of the school are very strong, and are a significant factor in the school's successful development. There is a high level of expenditure per pupil, which reflects the particular circumstances of a small school. When all these factors are taken into consideration, the school gives good value for money.

WHAT THE SCHOOL DOES WELL

- All pupils make good progress in their learning and achieve standards that are above national expectations in English, mathematics and science when they leave the school at eleven years of age.
- Teaching is good, and pupils respond well. Children have a very good start to their education in the reception class, where the quality of teaching is particularly skilful and imaginative.
- The leadership and management of the school are of a high quality and have made conspicuous improvements to the quality of education.

WHAT COULD BE IMPROVED

- Opportunities to develop imaginative and creative written work in English and in other subjects.
- The teaching of independent learning skills, and opportunities for pupils to take more responsibility for their learning.

Standards in writing have already been identified by the school as being in need of improvement. The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since it was last inspected, in September 1996. The most significant improvements have been made to leadership and management, the quality of teaching, the curriculum, and assessment. These factors have positively influenced standards of achievement for all pupils, although some assessment procedures are more recent and have yet to make a full impact. The good standards are particularly reflected in the rising trend, over time, in the national tests for eleven and seven year old pupils. Accommodation has also been improved, and the school is now an attractive and stimulating place in which to learn. Morale is high amongst the staff and, as a result of their hard work and commitment, the capacity for further improvement is very good.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	B	C	C	<i>very high</i> A*
Mathematics	C	A	B	B	<i>well above average</i> A
Science	A	A*	A	A	<i>above average</i> B
					<i>average</i> C
					<i>below average</i> D
					<i>well below average</i> E

Year groups are small and vary in size. Consequently, each pupil represents a significant percentage of the overall result, and this can cause results to vary from year to year. The proportions of pupils with special educational needs also vary in each year group and this, too, affects results. Nevertheless, the trend in the school's test results over the last five years has been above the national trend. Additionally, a high proportion of pupils achieved the higher Level 5 in science in the year 2000 tests, although the percentage achieving this higher level in English and mathematics was closer to the national average. The school's targets for English and mathematics were met in 2000, and the school is suitably increasing its targets for the present Years 6 and 5. The improving trend in the test results for eleven year olds is also reflected in the national tests for pupils aged seven, particularly in mathematics. There are some differences in the relative performance of boys and girls. Whilst girls are performing better in the national tests at Key Stage 1, the opposite is the case at Key Stage 2.

Inspection evidence shows all pupils to be achieving well, and to be reaching standards that are above national expectations in English, mathematics and science for pupils in Years 2 and 6. However, pupils achieve higher standards in writing skills such as, grammar, spelling and punctuation, than they do in the quality of some of the content of their written work. Standards are in line with national expectations in information and communication technology. By the time they leave the school at eleven years, pupils are exceeding the objectives of the locally Agreed Syllabus for religious education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The majority of pupils concentrate well, work willingly, and are keen to answer questions. A minority sometimes become restless and inattentive in lessons.
Behaviour, in and out of classrooms	Good. Most pupils are very well behaved in lessons and around the school, and generally play well together at break times. There have been no exclusions.
Personal development and relationships	Good overall. Relationships are generally very good, both between pupils and with adults. Pupils do not yet take enough responsibility for their learning.
Attendance	Very good. There are high levels of attendance and punctuality, although a small minority have poor attendance and this accounts for unauthorised absence being a little above the national average.

TEACHING AND LEARNING

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

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

The quality of teaching is good, and has conspicuously improved since the previous inspection. All lessons seen during this inspection were satisfactory or better, with 70 per cent good and 20 per cent very good. All the very good teaching was seen in the reception class. Where teaching engages pupils and promotes their learning most successfully, teachers employ imaginative teaching strategies and effective questioning skills. These qualities are well supported by careful planning and by clearly identified learning intentions that are shared with pupils. The needs of the wide range of ability and the mixed age classes are well met because work is planned to meet the needs and abilities of individual pupils. As a result, the large majority of pupils are attentive, interested and concentrate well on their work. Consequently, they make good progress in lessons. Where these elements are relatively less successful, a small minority of pupils become restless and inattentive. Close support from adults for those pupils with special educational needs ensures that they achieve well in lessons. Literacy is generally well taught and numeracy skills are satisfactorily used across the curriculum. The use of information and communication technology to support other subjects is developing well. Music is enthusiastically and effectively taught by a member of staff with specialist knowledge.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils benefit from a broad and rich curriculum and well-planned links between subjects.
Provision for pupils with special educational needs	These pupils are well supported in lessons and are making good progress against the targets in their individual education plans, especially where these targets are detailed and specific to the needs of the individual pupil.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' social and cultural development is well supported and there is now a well-planned multi-cultural dimension. There are satisfactory opportunities for spiritual and social development.
How well the school cares for its pupils	Good. All staff are aware of Child Protection procedures. The systems for monitoring and improving attendance are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is highly committed and energetic leadership from the headteacher, and she has had a significant impact on the school's successful development. All staff have been empowered to work together and improve the quality of education for all pupils. Key staff are very effective, and the co-ordinator's role is now well developed.
How well the governors fulfil their responsibilities	Equally committed and hard working. Governors play a major role in planning the school's development and holding it to account for the standards it achieves.
The school's evaluation of its performance	Good. The quality of teaching and learning is well monitored, and there is good analysis of test and assessment information to identify areas in need of improvement.
The strategic use of resources	Resources are effectively directed and well used. The principles of best value are used as a natural part of the school's approach to its work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children are expected to work hard and achieve their best.• Parents feel comfortable about approaching the school, which works closely with them.• The quality of the leadership and management.	<ul style="list-style-type: none">• The range of activities for children outside of lessons.• The school's approach to the setting of work that children are expected to do at home.

The responses given by parents in their questionnaire indicate that their satisfaction with the school has increased since the previous inspection. Inspection evidence confirms the positive views expressed by many parents, particularly on the quality of leadership and management. Extra-curricular activities were found to be good overall, and well supported by community, governors and parents. The use of homework was also found to be good, because it was supporting the work that was taking place in school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

All pupils make good progress in their learning and achieve standards that are above national expectations in English, mathematics and science when they leave the school at eleven years of age:

1. The school caters effectively for all its pupils, and consequently they achieve well. Many parents endorsed this view in their responses to the questionnaire and at their meeting before the inspection. Standards overall are broadly in line with national expectations when children enter the school at four years of age, though there is a wide spread of ability. This is clearly demonstrated in the results of initial assessments of children when they first enter the reception class. This wide range of ability has a significant impact on each year group, and particularly so as these groups are small. Consequently, the nature and needs of each year group vary considerably, especially the relative proportions of boys and girls, and of pupils with special educational or emotional needs. Nevertheless, all pupils make good progress over time and the result is that, since the previous inspection, standards have risen in English, mathematics and science. Several factors have contributed to this improvement. The school now has strong educational direction and there is a common commitment amongst staff to raising standards. Teaching quality is now good, and driven by clear learning intentions. As a result, all pupils achieve well in lessons, including those with lower attainment or special educational needs. Additionally, there have been very good improvements to the curriculum, so that it now meets statutory requirements and gives pupils a broad and enriching experience. A carefully planned two-year rolling programme of work has been drawn up to accommodate the mix of two age groups in each class. Very good assessment systems have also been introduced since the previous inspection, particularly for English, mathematics and science. The information they yield, together with analysis of test data, is effectively used to track progress and to set targets: most recently, for individuals. This information, in turn, is then used to guide the planning of work so that activities meet the needs and abilities of all pupils. In addition, pupils are assessed twice a year in all other subjects. Where weaker areas have been identified, for example in reading or in standards of achievement by boys, the school has devised strategies and directed funding for improving standards.

2. Although the school's national test results vary each year because of the small year groups, these results have risen over recent years at both key stages. In the most recent national tests for 11 year olds in 2000, pupils achieved standards which were well above national averages in science, with a good proportion achieving the higher Level 5. Test results were above the national average in mathematics. They were closer to the national average in English. When compared with similar schools, the test results were also well above national averages in science, above in mathematics, and closer to national averages in English. Targets were met in 2000 and have been set higher for the coming two years. The improvement in test results for eleven year olds is mirrored in the test results for pupils aged seven, where test standards have also risen over time against the national trend in reading and writing and, most notably, in mathematics.

3. Evidence from this inspection also indicates that standards have risen since the time of the previous inspection. They are now above national expectations in English, mathematics and science for pupils in the current Years 2 and 6. By the time pupils are 11, they are exceeding the objectives of the locally Agreed Syllabus for religious education. Standards are close to national expectations in information and communication technology.

4. Most pupils are articulate and confident. For example, during a religious education lesson about religious tolerance, pupils in Years 5 and 6 clearly expressed thoughtful ideas about the rights and wrongs of the Gunpowder Plot. They listened carefully to one another and responded to the ideas of others. Pupils also have a good command of subject-related vocabulary, particularly in English and mathematics. This is also true for the youngest children. For example, in a mathematics lesson, children in the reception group and those in Year 1 had a very good knowledge of the names of two- and three-dimensional shapes, and confidently explained why they had placed numbers in a particular position when ordering to 20.

5. The school library is accessible to pupils throughout the school day, and this helps to reinforce pupils' positive attitudes to reading. Pupils of middle and lower attainment in the current Year 2 read the material in their reading schemes with growing competence. Those with higher attainment are committed readers with favourite authors and books. They refer to the text when explaining the meanings of words, and know the difference between fiction and non-fiction books. Pupils in the present Year 6 refer to the text and accurately identify examples of non-standard English in their studies of Caribbean poetry. Higher attainers skilfully rephrase these examples into standard English. Pupils with lower attainment extract information from the poem, with close adult support. Writing skills such as, grammar, punctuation and spelling, are well developed. Consequently, many pupils in Year 2 use full stops and capital letters correctly, and they complete good lengths of independent writing. Spelling is generally accurate or phonetically plausible, and most pupils also use joined handwriting. By Year 6, higher attainers are organising their work into paragraphs and many pupils are also using punctuation, such as commas, within sentences. Work is generally well presented.

6. In Year 2, most pupils are confidently ordering numbers to 100. Pupils with higher and middle attainment have accurate addition and subtraction skills when working with tens and hundreds. They also have a growing competence in multiplication, calculating within the ten, five and two times tables. Most pupils use standard linear measurement. Pupils in the current Year 6 are developing a good understanding of equivalent fractions. They spot patterns and use this knowledge to identify other equivalents. Pupils use mathematical vocabulary naturally when answering questions or explaining strategies, and those of higher and middle ability are beginning to understand and express simple formulae.

7. Throughout the school, investigative skills in science are well developed through interesting tests and experiments. Pupils in the current Year 2 benefit from a wide range of scientific work and recording of facts, for example in their work on materials. In Year 6, the practical approach to teaching the subject benefits all pupils, particularly those of higher attainment, and is an effective vehicle for developing knowledge and understanding. Many pupils show good levels of understanding of physical science and life process, through clear written descriptions in which they use key scientific vocabulary.

Teaching is good and pupils respond well. Children have a very good start to their education in the reception class, where the quality of teaching is particularly strong:

8. The overall quality of teaching is good, and was never less than satisfactory in the sample of lessons seen during this inspection. This is a conspicuous improvement upon the findings of the previous report, when 18 per cent of teaching was unsatisfactory. This improvement is the direct result of focused support over recent years for professional development, and the constant and sensitive support of the headteacher, aimed at raising staff morale and improving self-esteem. During this inspection, 90 per cent of the lessons seen were good or better, with 20 per cent very good. The very good teaching was all seen in the reception class. It is clear that this improvement to the quality of teaching has been a significant factor in raising standards of achievement.

9. English, mathematics and science are generally well taught. Investigative skills in science are effectively promoted, and this makes a significant contribution to the good levels of higher achievement in science. Literacy skills are also generally well promoted across the curriculum, whilst numeracy skills are satisfactorily taught in other subjects. Music is well taught by an enthusiastic member of staff with specialist knowledge. The school is also increasingly using information and communication technology to support learning across the curriculum.

10. On their entry to school, the youngest children benefit from highly imaginative and skilful teaching which is challenging and closely matched to their needs. Consequently, these children make very good progress in their learning during lessons and show exceptionally high levels of concentration and maturity. Teachers lose no opportunity to promote learning and to create links with other subjects. They use a variety of practical and enjoyable teaching methods, which reinforce and extend understanding, encourage independence and confidence, and hold children's attention and interest. For example, in a mathematics lesson, pegging numbers on a washing line encouraged children to think carefully about where to place numbers up to 20. A 'feelie' bag also gave them a chance to describe and guess a shape, using the correct mathematical terms. Lots of praise and good humour resulted in confident responses from the children, and even the youngest described their methods and shapes with detail, extending their ideas in response to highly effective questioning. Subsequent shape-printing activities gave support staff a valuable opportunity to reinforce the mathematical vocabulary. In an art lesson in this class, there was a high level of discussion and explanation about the use of colour, shape and perspective in a Japanese painting. This enabled children to look closely and produce pictures in a similar style. Those children with higher ability captured the power and force of the waves and spray. Children were also given the opportunity to make independent choices about the size and shape of paper, and about where they would sit. The reception classroom is a bright and interesting learning environment, with colourful displays of children's work, and a wide range of activities. Teaching is supported well through detailed planning which is modified daily as a result of the teacher's assessments of what the children have achieved and understood. In keeping with pupils throughout the school, these children have personal targets. Even at this early stage they are then effectively involved in their own learning, by recording how often their targets are achieved.

11. Throughout the school, the good level of planning and the links with other subjects and with previous learning give lessons a firm steer and brisk pace. Questioning is often used well to extend and assess understanding and, where it is interesting and probing, pupils are

attentive and answer readily. For example, in a literacy lesson at Years 3 and 4, the teacher's questions picked up on pupils' ideas and helped them to investigate and describe the qualities and characters of the hobbits in the book of the same name. In this lesson, good relationships with pupils created a sense of enjoyment and, as a result, pupils read the text aloud with confidence and fluency. Throughout the school, tasks are well matched to pupils' needs and abilities. The close support of adults allows lower attaining pupils, and those with special educational needs, to succeed at tasks they would find difficult to achieve on their own. This was true in a mathematics lesson at Years 3 and 4, where the co-ordinator for special educational needs helped these pupils to use the instructions for moving a turtle around the computer screen. There was also a good level of challenge in this lesson for pupils with higher ability, requiring them to apply their knowledge of right angles and compass points to complete their task.

12. Resources are of good quality and are well used to extend knowledge and understanding. Additionally, the school has made a commitment to providing a good level of adult support in the mixed age classes, a resource which is used to good effect. Support staff are well motivated and give a high level of informed help and guidance in lessons.

The leadership and management of the school are of a high quality and have made conspicuous improvements to the quality of education:

13. The headteacher gives highly committed and energetic leadership, and has been a strong force behind the school's conspicuous improvement since the previous inspection. She feels deeply about the need to give each pupil every opportunity for a full and rounded education, and this conviction is woven into all areas of the school's work. Staff morale is now high. All members of staff are valued for the role they play and are empowered to take a full part in the school's development. Within this positive working environment, there has been a high level of support for professional development, and this has been vital factor in lifting the quality of teaching and so raising standards. The pupils' good behaviour and positive attitudes to work have been maintained since the last inspection. As a result, the majority of pupils have very good relationships with adults and with each other, and there are high levels of attendance and punctuality. Parental satisfaction with the school, and particularly with the school's leadership and management, has clearly increased since the previous inspection. This is indicated by the higher proportion of parents expressing very positive opinions in their questionnaire returns. The governing body is equally committed, and works hard on the school's behalf. Governors play a major role in planning the school's strategic direction, and have a thorough knowledge and understanding of the school's strengths and areas requiring further improvement. They supportively hold the school to account for the quality of education it provides. The school is quite clear about the areas in which it needs to improve, and the capacity for future improvement is high.

14. The contribution of key members of staff is also a strength. The deputy headteacher has high expectations of her work, and she works closely with the headteacher to improve the school. Her teaching is of a high quality and she gives staff a powerful role model. She has also brought about considerable improvement within her whole-school responsibilities for assessment and mathematics, and these developments have had a direct impact on raising pupils' achievement. The role of co-ordinator is now well developed, and curriculum co-ordinators take responsibility for strategic and financial planning within their subject. They also monitor teaching and learning through lesson observations and by teaching together.

Indeed, there is a high level of team work amongst all the staff, with all working together to improve standards. Performance management structures have already been established to promote and develop the school's work further.

15. The co-ordinating of subjects has successfully improved the curriculum since the previous inspection. Schemes of work have been developed for all subjects and recently updated, so that all subject areas now meet national requirements. The school has been particularly successful in maintaining a broad and rich curriculum, and this has been achieved by linking work across several subjects. For example, pupils in the current Years 5 and 6 are studying Caribbean performance poetry in literacy as part of their history work on the 1950s. They are also looking at the Rastafari religion in religious education and at the West Indies in geography.

16. The governing body takes its role very seriously and has guided the school thoughtfully and skilfully since the previous inspection. Governors value staff and are keen to acknowledge and reward hard work and achievement, whilst also recognising the importance of accountability. They use question and enquiry to good effect to monitor standards. There is a good range of expertise amongst the members of the governing body, and this is well used on the school's behalf, for example in promoting the school's reputation within the community. Some key members also give much personal time to working regularly in school or running extra-curricular activities, such as a weekly football club. Committee structures and procedures have been established, and governors receive detailed information about the school's work.

17. There is now a detailed and comprehensive school improvement plan. To ensure that there is wide consultation and active involvement, staff and governors meet together and commit a day each year to its review and development. Parents' views are sought through a questionnaire and at their annual meeting, and their suggestions are incorporated in planning. For example, the school has now employed more supervisory staff at lunch times as a result of parental concern. The school's current priorities are soundly based on a realistic mixture of the school's needs and national initiatives.

18. Financial systems and day-to-day procedures are now well established and are efficiently managed by senior and administrative staff. Financial planning is effective and the budget is well managed. Surplus funds are used for particular projects. For example, a recent project has been the erection of fixed outdoor climbing equipment to increase opportunities for social play. The school also goes to great lengths to secure extra funding where it is able, for example for the refurbishment of the school hall. Considerable improvements have been made to the accommodation since the last inspection, and more are planned. Much of the redecoration has been completed by members of staff outside school hours. As a result of these improvements, the school is now an attractive and lively learning environment.

WHAT COULD BE IMPROVED

Opportunities to develop imaginative and creative written work in English and in other subjects:

19. Pupils throughout the school make good progress in writing overall. This is because they have good opportunities across the curriculum for writing independently and for a range of purposes, and formal skills such as, punctuation, grammar and spelling, are generally developed well. However, the quality of the content of their writing is not always given enough emphasis. The school's analysis of national test results has alerted it to the need to raise writing standards further, and it has therefore made writing one of its current priorities. For example, in the national tests for eleven year olds in 2000, the proportion of pupils achieving the higher Level 5 in English was only in line with the national average. This was in contrast to the greater proportions of pupils achieving the higher level in mathematics and, particularly, in science.

20. When given the opportunity, pupils of higher ability, at both key stages, write at length, with good vocabulary and varied sentence structure. Where work is given an imaginative context, and pupils are able to explore language and literary techniques, they respond enthusiastically and achieve high standards. For example, pupils at Years 5 and 6 had written 'Spooky Synonyms' following their study of a poem by Chris Webster. This activity had provoked some powerful, evocative and individual writing. However, these experiences are limited, and consequently the content of pupils' written work often lacks interest.

The teaching of independent learning skills and opportunities for pupils to take more responsibility for their learning:

21. It is clear that where the school fully involves pupils in their learning, and gives them independence and responsibility for it, their achievement is enhanced. For example, the school's commitment to teaching science through investigation and experiment has a powerful effect on standards, particularly in the national tests for eleven year olds. In the national tests taken by these pupils in 2000, 65 per cent achieved the higher Level 5 in comparison with the national average of 34 per cent. Where teaching encourages pupils to express their ideas and explain their strategies, they respond with maturity and commitment. These characteristics are especially strong in the teaching for children in the reception class, and contribute to their very good progress. However, this approach is not yet consistently adopted across all subjects and in all lessons.

22. For example, pupils are not trained or encouraged to check and proof read their work, and they rarely redraft. In English, pupils' work is carefully marked and pupils are often given a good idea of how they can improve, but in other subjects mistakes are frequently left uncorrected when work is marked. Pupils are not sufficiently encouraged to draft their written work straight on to the computer. At Key Stage 1, some middle and lower attaining pupils in Year 2 do not have enough independent strategies for

tackling unfamiliar words whilst they are reading, and rely too heavily on adult assistance. Additionally, the use and application of pupils' mathematical skills and knowledge is not yet fully an integral part of their learning in all aspects of the subject. In some lessons, opportunities are sometimes missed to use or explore and extend pupils' ideas, although pupils are clearly eager and willing to contribute.

23. The school is seeking to involve pupils more fully in their learning, through the setting of individual targets. Older pupils with special educational needs are also invited to take part in reviewing their targets in their individual education plans. However, these developments are comparatively recent and their impact on raising achievement has not fully taken effect. The school's development of information and communication technology is also introducing more opportunities for pupils to develop independent research skills and to work collaboratively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. To improve the standards of work in all subjects and the achievement of all pupils, the governors, headteacher and staff should:

- Identify and increase the opportunities for imaginative and creative written work in English and in other subjects, in order to develop the quality of pupils' writing.
- Improve the teaching of independent learning skills and extend the opportunities for pupils to take responsibility for their learning, by:
 - * training pupils to check and proof read their work, and giving more chances for them to draft and redraft their work in books and on computer;
 - * ensuring that pupils' ideas are fully used, explored and extended in lessons;
 - * teaching a range of strategies to enable pupils to tackle unfamiliar words when they are reading;
 - * incorporating the use and application of mathematical skills and knowledge in all aspects of mathematics;
 - * continuing to develop the use of information and communication technology as a tool for independent learning habits, as planned.

25. Other weaknesses, which the governors should consider for inclusion in the school's action plan for improvement, are:

- * Some remaining health and safety procedures.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	20	70	10	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll **YR – Y6**

Number of pupils on the school's roll (FTE for part-time pupils)	113
Number of full-time pupils eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs **YR – Y6**

Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	24

English as an additional language **No of pupils**

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year **No of pupils**

Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.0
National comparative data	5.2

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2000	13	8	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	8	9	13
	Girls	7	8	8
	Total	15	17	21
Percentage of pupils at NC Level 2 or above	School	71 (79)	81 (86)	100 (86)
	National	84 (82)	85 (83)	90 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	8	12	13
	Girls	8	8	8
	Total	16	20	21
Percentage of pupils at NC Level 2 or above	School	76 (79)	95 (86)	100 (86)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	Year	Boys	Girls	Total
	2000	5	12	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	3	4	5
	Girls	11	11	12
	Total	14	15	17
Percentage of pupils at NC Level 4 or above	School	82 (90)	88 (100)	100 (100)
	National	75 (70)	72 (70)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	3	3	5
	Girls	11	10	11
	Total	14	13	16
Percentage of pupils at NC Level 4 or above	School	82 (90)	76 (100)	94 (100)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	95
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

**Qualified teachers and classes:
YR – Y6**

Total number of qualified teachers (FTE)	4.9
Number of pupils per qualified teacher	29.2:1
Average class size	26.3

**Education support staff:
YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	60

Financial information

Financial year	2000/2001
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	£
Total income	275948.00
Total expenditure	278387.00
Expenditure per pupil	2554.00
Balance brought forward from previous year	15049.00
Balance carried forward to next year	12610.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	113
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	40	4	0	0
My child is making good progress in school.	53	36	6	3	2
Behaviour in the school is good.	34	58	0	5	3
My child gets the right amount of work to do at home.	42	41	8	3	6
The teaching is good.	61	28	5	3	3
I am kept well informed about how my child is getting on.	62	25	6	3	3
I would feel comfortable about approaching the school with questions or a problem.	69	23	3	5	0
The school expects my child to work hard and achieve his or her best.	72	22	3	2	2
The school works closely with parents.	64	28	2	3	3
The school is well led and managed.	66	30	0	5	0
The school is helping my child become mature and responsible.	55	38	2	3	3
The school provides an interesting range of activities outside lessons.	45	31	8	6	9

Other issues raised by parents

At their meeting before the inspection and in letters, some parents raised concerns about behaviour at playtimes. A very small minority expressed strong concern, although this higher level of anxiety was not expressed by other parents. Findings from this inspection showed behaviour overall to be good, with the large majority of pupils behaving very well around the school and in the playground. The school takes its responsibilities in this area seriously and continues to monitor and improve its formal systems and approach. On the very few occasions where there have been incidents of poorer behaviour, the school has acted promptly and professionally, and reviewed its procedures and policies where necessary. Additionally, the school has responded well to concerns raised in its own recent parent questionnaire, by employing more staff to supervise the playground at lunch times. Other letters from parents were largely positive and very appreciative of how much the school had improved in recent years.