

INSPECTION REPORT

CAMPTON LOWER SCHOOL

Campton, Shefford, Bedfordshire.

LEA area: Bedfordshire

Unique reference number: 109441

Headteacher: Mrs C Bone

Reporting inspector: Mr M Carter
20714

Dates of inspection: 17 - 18 September 2001

Inspection number: 230786

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Lower
School category:	Community
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
School address:	Rectory Road Campton Shefford Bedfordshire
Postcode:	SG17 5PF
Telephone number:	01462 813359
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Olley
Date of previous inspection:	15 - 17 April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves the village of Campton and the families stationed at a nearby military camp. About 60 per cent of the pupils come from this camp, a large number of whom join or leave the school part way through a key stage. Consequently, seldom do more than a third of the pupils stay in the school from age 4 to age 9. The school accepts children into the reception class in the September before they are five, and they then leave the school at the end of Year 4 (at about nine years of age). The school has grown considerably since the last inspection; it now has 116 pupils and there is some pressure on places. No pupils speak English as an additional language, and there are none from ethnic minority backgrounds. Currently, no parents claim a free school meal for their child. There are 21 pupils on the register of special educational needs, and 1 of these has statements. This is slightly lower than average. On entry to the reception class, the pupils' attainment is usually average for the local education authority area.

HOW GOOD THE SCHOOL IS

This is a very effective school. The standards achieved by most pupils are either above or well above average and have improved since the last inspection. Overall the teaching is very good and the headteacher has maintained a strong sense of purpose and care in all the school's work, especially in helping new entrants to begin learning quickly. The management has clear aims to improve standards although some coordinators do not yet monitor their subjects sufficiently. Although the education provided by the school is more expensive than the local average, finances are well spent and the school provides good value for money.

What the school does well

- The quality of teaching is very good overall.
- The standards achieved in the National Curriculum tests in English and mathematics are well above average.
- The pupils steadily improve their performance as they pass through the school.
- The school has a very effective ethos that:
 - encourages the pupils to have very good attitudes to school and to learning
 - promotes the pupils' welfare very well and
 - helps new pupils to settle in and start learning quickly

What could be improved

- Some of the monitoring and evaluation systems are not fully effective.
- The level of involvement by some parents and governors in the school's work could be increased.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's results in national tests of English and mathematics have made good improvements since the last inspection in April 1997. The school is now much more effective. Standards in speaking and listening have been maintained at an above average level. In the National Curriculum tests for seven-year-old pupils, the results in reading have improved and are now well above average in both Year 2 and Year

4. There is a similar picture in writing and mathematics. In these subjects, at least two-fifths of the Year 4 pupils achieve the standards expected of eleven-year-olds, indicating a good proportion of pupils with high attainment. In science, standards have also improved and are now above average as indicated in the assessments made in 2000. The school's performance in these three subjects is impressive, considering that on entry at the age of four the children's attainment is usually only average and that a high proportion of the pupils join the school during the key stages. Since the last inspection, the school's roll has grown, and its accommodation has been improved and extended. In addition to these improvements, the school has worked at all the key issues identified in the last report. The provision the school makes for geography and art have improved and standards are satisfactory in the lessons seen and in art and design they are good in Key Stage 2. There is a sound range of opportunities provided in the non-core subjects although progression in the pupils' skills and understanding is not effectively monitored. The systems for monitoring and evaluating standards and provision are clearly outlined in action plans, but are not yet implemented fully. The school's performance is growing strongly and shows good improvement overall.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
reading	A	A*	A	A	well above A average above B average below average C well below D average E
writing	A*	A	A*	A	
mathematics	A	A	A	A	

Overall, the results of these and other tests are either above or well above average and have significantly improved since the last inspection and faster than the national trend. The performance indicated in the table is based on the seven-year-olds in 2000, when the results were well above average for similar schools. In some cases, the results were within the top five per cent of schools nationally as indicated by A*. Science is assessed by teachers, and these results were also above average. The early indications are that the results of seven-year-olds in 2001 are slightly lower than those for 2000, but still above and sometimes well above average, despite a higher proportion of pupils with special educational needs. The tests for nine-year-old pupils near the end of Year 4 indicate that well over two-thirds achieved the expected levels in English and mathematics and over two-fifths achieved the expected level for eleven-year-olds. Nearly two-thirds of these pupils reached the reading level expected of eleven-year-olds. Although many pupils enter the school at the age of four with average attainment and a large number (up to 50 per cent) enter the school during the key stages, most achieve well and steadily improve their attainment. This is due, at least in part, to the targets set by the school for standards at the end of each key stage; these targets are often exceeded, despite the potentially unsettling effect of pupils joining the school during the key stages. The standards of the current reception pupils are at least average in communication, language and literacy, mathematics and knowledge and understanding of the world. They make very quick progress. In Key

Stage 1, current standards in the core subjects of English, mathematics and science are good and the pupils are learning well and likely to achieve test results approaching those of recent years. In Key Stage 2, the pupils are achieving well and standards are already above average. In art and design, provision has improved since the last inspection and standards are satisfactory in Key Stage 1 and good in Key Stage 2. In geography, standards are satisfactory in both key stages from the evidence seen.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good attitudes are strongly promoted by stimulating teaching that interests the pupils.
Behaviour, in and out of classrooms	Good, particularly around the school generally. In most classrooms, discipline is well kept, but occasionally a few pupils are noisy.
Personal development and relationships	Good. The pupils have good opportunities to take on responsibilities, such as helping new pupils to feel part of the school.
Attendance	Very good. The pupils are punctual and the attendance rates are well above average. There is no unauthorised absence.

The pupils like school and are interested in their lessons. Their work is neat and generally well presented. They are keen to learn and even on those occasions in lessons when some are noisy or interrupt, they generally get on with their tasks and make very good efforts. At lunch and break times, the pupils are friendly and respectful of each other and adults. Especially noticeable is the way in which new pupils are quickly helped by others to join the school community and make friends. The pupils with special educational needs are treated equally and consequently they contribute to lessons and learn well.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Very good	Good	Very 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 very good overall. In the reception class, there is a very clear understanding of what the children need to learn and how they can progress. In literacy and numeracy lessons throughout the school, the teachers use well the strategies promoted by the national frameworks to help the pupils to gain appropriate skills and understanding at the correct levels for their different abilities. Occasionally, in Key Stage 1, not enough is done to prevent interruptions. However, the lessons are invariably interesting with clear objectives and good methods to promote the pupils' learning. They take account of the individual education plans of the pupils with special educational needs and enable these pupils to gain further skills and understanding through the appropriate teaching in small withdrawal groups. The lessons are generally well planned in line with the guidance provided in the long and medium term curriculum plans. They are usually followed by an appropriate degree of reflection and evaluation by the teachers of what the pupils have gained. The marking and other assessment and support systems, such as homework, also make a positive impact on all the pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The planned curriculum is broad and balanced, but the progression of skills and understanding in some non-core subjects could be monitored more closely. Time is allocated to swimming.
Provision for pupils with special educational needs	Good. It includes prompt provision for new pupils and helps to overcome the difficulties of the flow of pupils in and out of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Very good provision is made for the pupils' moral development. It is good for their social and cultural development and has a satisfactory spiritual dimension.
How well the school cares for its pupils	Very good and a strength of the school.

The curriculum in the Foundation Stage is very well organised and clearly helps the children to make very good progress towards the nationally recognised Early Learning Goals. The curriculum for the pupils in Key Stages 1 and 2 is good and satisfies all the requirements. It is suitably enriched by visits, special events and a wide range of extra-curricular activities. The teachers' planning is generally of good quality, particularly for the knowledge that the pupils will gain. Planning for progress in the pupils' skills and understanding is not as strongly promoted, because it is not monitored enough. The pupils' moral development is nurtured strongly through the daily assemblies and the ethos and conduct of the school. The procedures used to sustain the pupils' welfare are very good, especially those for admission, attendance and for pupils joining the school part way through a key stage. The school makes satisfactory efforts to work closely with the parents and provide the information they need. In general, the parents have very positive views about the education that the school provides, but a minority believes that the school could take more account of their views.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led. The staff work as a team and the head and deputy headteacher are very effective in gaining commitment for improvement and in raising standards. The role played by subject coordinators has not yet been developed to full effect.
How well the governors fulfil their responsibilities	Statutory responsibilities are carried out soundly. The governors are keen to ensure that their decisions are cost effective and are seeking more ways to establish this.
The school's evaluation of its performance	Good overall. A good number of strategies, such as performance management, are now in place and taking effect. However, the monitoring carried out by curriculum coordinators is limited in the non-core subjects.

The strategic use of resources	Good overall. Specific grants are used well for their purpose and value for money is sought. Until recently, there has been too little management time available to monitor the impact of financial decisions.
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The headteacher leads the school in a way that promotes a strong ethos of care and engenders a commitment to raise standards, especially in the core subjects. There is a good plan to enhance the role of coordinators, but previously there has been too little management time available for rigorous monitoring. The governors are keen to ensure this is now effective and that the school continues to develop its relationships with parents.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • the pupils are happy and motivated to learn • the teaching is good • the pupils work hard and learn well • all pupils are offered equal opportunities 	<ul style="list-style-type: none"> • the closeness with which the school works with parents • the range of extra-curricular activities • information about their child's progress

The inspection findings agree with parents' views that the pupils are happy and well motivated to learn. This is partly because of the very good teaching. The pupils work hard and learn well, often producing neat work of a good standard. All the pupils are treated equally and everyone is made to feel welcome and included in all the school's work. This especially applies to those pupils who are new to the school. The inspection also found that the school makes many efforts to involve the parents and all the required information is provided. However, more could be done informally to help all the parents feel involved. The inspection found that there is a wide range of extra-curricular activities and that the curriculum is enriched in many other ways, for example, visits and swimming. The annual written reports thoroughly discuss what each pupil has learnt and evaluate progress overall, but some parents would rightly like to know more about their how their child's achievements compare with others of the same age and what they need to learn next.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching is very good overall.

1. In about three-quarters of the lessons observed, the quality of teaching was either good or better. In over two-fifths it was very good and occasionally excellent. Other features of the teachers' work, such as marking, homework and planning also indicate the high standards of provision for the pupils' learning. Throughout the school, the teachers use very good methods that provide the pupils with clear notions of what they are to learn and help to retain their interest. The work set shows that the teachers have a good knowledge and understanding of the subjects they teach and that they use good methods to involve all pupils at appropriate levels. The teachers also take good account of the targets stated in the individual education plans of the pupils with special educational needs. After the lessons, the teachers reflect on the learning achieved and record the outcomes. The headteacher promotes and encourages a high level of discussion about effective teaching and is gaining a very good level of commitment to high standards.
2. In the Foundation Stage, the teaching and the pupils' progress are very good. This is largely due to clear planning that is firmly based on the expected Early Learning Goals. The teacher knows how the children gain skills, knowledge and understanding in their progress towards these goals and is clear about the steps needed. This is also evident in the quality of her intervention in the various play activities and discussions, which quickly help all the pupils to join in. For example, by joining in the role-play in the hairdressers, the teacher was able to extend the children's activities and develop their language by sensitively showing them what is done and discussed. Expectations are high and the pupils very quickly learn how to meet them and to take part in the school and classroom routines. Consequently, they feel safe and happy and start learning very soon after joining in the class.
3. The teaching in Key Stage 1 is at least satisfactory, often good and occasionally very good. This is due to the common positive features of good methods, clear subject knowledge and reflective consideration of the effectiveness of lessons. Two part-time teachers share the planning and teaching of the Year 1 class, but there is a need for a greater consistency in their expectations of the pupils' classroom conduct. The planning for the core subjects is effective, but in some other subjects, such as geography, lesson plans do not always promote progression in the skills depicted in the National Curriculum programmes of study. However, at this time in the school year, the teachers are new to their pupils and have had little time to learn about their past achievements. Moreover, the pupils' past learning and progression is not yet sufficiently well monitored by the non-core subject coordinators though there are good plans to enable this to happen. Elsewhere in Key Stage 1, teaching reflects satisfactory knowledge of the National Strategies for literacy and numeracy, although there could be more discussion of mental strategies for calculating numbers. All the lessons incorporate good methods and appropriate learning objectives are made clear to the pupils. The class management strategies used are wide and varied, but they are not always effective enough. The pupils are keen and interested, but too many of them interrupt the lessons. In a literacy lesson, for example, the teachers' attention was occupied fully by some pupils, so that one group received too little support to complete their tasks.
4. The teaching in Key Stage 2 is very good overall. A very high level of discussion takes place in the classrooms, with the teachers listening to the pupils very well and developing their ideas. In turn, the pupils feel encouraged to make considered comments and listen to each other with respect. For example, in an art and design lesson, comparing a selection of paintings by Monet and Constable, the teacher's

skillful questioning encouraged the pupils to observe and describe in detail the different techniques used by these painters. The teachers have high levels of knowledge and understanding of the subjects they teach and of the pupils' common misconceptions and errors. Although the pupils are often keen to enter discussion in these classes, they seldom interrupt because they realise the importance of others in sharing views. This understanding is promoted well by teaching that is clear about what is to be learnt and the behaviour expected. The teachers encourage all the pupils, whatever their ability or background. For instance, in a handwriting lesson the teacher accepted how a new pupil had been previously taught to join letters and incorporated this into her teaching.

The standards achieved in national tests in English and mathematics are well above average.

5. In 2000, the National Curriculum test results for seven-year-old pupils were well above average in reading, writing and mathematics compared with schools nationally and with schools having pupils from similar backgrounds. The teachers' assessments of science indicated above average standards. Frequently, the performance of boys is slightly better than that of girls and the school monitors any such differences. The results for 2001 are also above average with the large majority of pupils achieving the expected standards and a well above average number achieving highly. However, these results are not generally as high as in 2000, especially in writing. This is largely because of a higher proportion of pupils with special educational needs.
6. The attainment of pupils at the top of the school, when most are nine years old, is assessed by nationally standardised tests and the results are generally above average. In English and mathematics, the results for 2001 showed that well over three-quarters of the pupils achieved the expected standards in reading, writing and spelling and well over two thirds did so in mathematics. However, in reading, nearly two-thirds of the pupils achieved the standards expected of eleven-year-olds and in writing over a third did. In spelling over half reached this level and in mathematics the proportion was two-fifths. These results indicate a very good number of pupils with high attainment.
7. Over the last six years, the trend in improvements in the results of seven-year-olds has also been good indicating the dedicated efforts of a staff committed to raising standards. However, there are fluctuations, for example, in the proportion of pupils who do not reach the expected levels. These are due to two important factors. Firstly, the number of pupils with special educational needs varies year to year and the school is keen to assess the needs of pupils quickly on entry to the school and provide appropriate support. Secondly, there is a very high proportion of pupils who join the school part way through a key stage.
8. In the work seen and the lessons observed, standards are generally above average. For example, the work of the nine-year-old pupils who have recently left the school was neatly presented and of a high standard, generally showing good progress through the year in English and mathematics especially. Helped by informative marking, the pupils learn to write interesting stories using a good number of devices to intrigue the reader. The standards in writing reached by the lower-attaining pupils are usually of the level expected for their age; these pupils read well, gaining good attitudes and a strong understanding of the text. The pupils with special educational needs also make good progress in English generally. In mathematics, a good number of the current oldest pupils have already gained skills in calculation appropriate for eleven-year-olds. For example, they quickly extended their knowledge of multiples of 25 to multiples of 250. Standards in science are also good; the pupils know how to conduct fair tests and are gaining a high level of knowledge and understanding through good discussion and clear planning by their teachers. In geography and in art and design provision has improved

since the last inspection and standards are at least satisfactory and in art and design they are good in Key Stage 2. However, the progress made by pupils in understanding and the acquisition of skills is not yet regularly monitored in the non-core subjects.

Pupils improve their comparative performance as they pass through the school.

9. A detailed baseline assessment is made of the children's attainment on entry to the reception class and this generally shows results that are average for the local education authority area. Overall, the pupils make good progress through the school and achieve above average results by the time they are nine. Their parents agree that standards are good and that the pupils make good progress. Progress is rapid in the reception class and in Key Stage 2 and good in Key Stage 1.

10. The school achieves this improvement in performance despite the high number of pupils leaving and joining part way through its five years of education. At any one time, about two-thirds of the school's pupils come from military backgrounds and are liable to change schools. Less than a third of the nine-year-olds in 2001 joined the school in the reception class. An analysis of the levels of the pupils' attainment is now being conducted, taking into account the length of time they spend in the school. It indicates that those pupils who spend all five years in the school make significantly stronger progress in their educational achievements.

The school has a very effective ethos that

- **encourages the pupils to have very good attitudes to school and to learning**
 - **promotes the pupils' welfare very well**
 - **helps new pupils to settle in and start learning quickly**
11. In lessons, the staff treat each pupil with good respect and listen carefully to what they say. In turn, the pupils learn to listen attentively to their teachers and to other pupils. The knowledge that their views are valued helps the pupils to have very positive attitudes to the school and their learning, and sustains their self-esteem and desire to succeed. This is evident in their work, which is usually neat and well presented. The pupils receive good support and encouragement from their teachers and the classroom assistants. Those pupils with special educational needs, who are withdrawn from some lessons, are also offered positive support that promotes their emotional well-being. In Key Stage 1, a number of pupils have not yet learned to wait for their turn to talk, and this can make for a noisy class. However, each class has a sound code of conduct, which the pupils have helped to devise. Regular homework supports the pupils' learning and often helps them to be more aware of their own learning.
 12. An award scheme is used whereby the pupils are presented at assemblies with certificates and badges for good effort in their work and their behaviour. There is a house points scheme that further encourages good efforts in the classrooms. The pupils are proud of their achievements and understand well why these awards are made. The teachers quickly get to know all the pupils and are very caring of their welfare, in particular those pupils who are newcomers to the school. These factors also help the pupils to quickly like school, be aware of their own learning and make good efforts to succeed. Their parents' views are positive about these aspects of school life. The programme of extra-curricular activities, visitors and the many enriching visits, for example, to a Sikh Gurdwara, add a further degree of interest and involvement for the pupils.
 13. The procedures for child protection are very good and the governors regularly help the school to ensure that the health and safety requirements are met. The school is a safe and appropriately secure environment. The pupils feel well cared for and able to make

any concerns that they have known to the staff. Sometimes they also help to care for each other. For example, it is their normal behaviour to look out for any pupils feeling lonely, whoever they may be. The pupils' personal development is enhanced by a good range of opportunities to carry out a number of responsibilities, such as "environmental monitors", bell ringers, milk monitors, assembly monitors and helping in the classrooms. The pupils' emotional well-being is often discussed in assemblies where they are helped to be aware of their own mood and how to express it sensibly, and to recognise the feelings of others. For example, in one assembly, a story led to the pupils' heightened awareness of the importance of being loved and cared for by others. Prayer and reflection helped the pupils to realise how they may be able to support their peers.

14. A number of new parents felt that their children had very quickly been accepted, become happy and settled into the school. A system of "buddies" aids this process and the headteacher and class teachers quickly get to know any new pupils. The strengths and weaknesses in their past attainment are assessed quickly and any important needs are provided for. The school places an emphasis on this because these pupils may have only a short time in the school, and this is especially important if they have a special educational need. This attention to individual needs ensures that the school's ethos is very inclusive and all the pupils are offered equality of opportunity. They quickly start learning. The school is also concerned about the pupils who are soon due to move to another school, seeking to prevent any tailing off of their learning.

WHAT COULD BE IMPROVED

Some of the monitoring and evaluation systems are not fully effective.

15. The procedures for the subject coordinators to monitor standards are not yet in operation on a regular basis. Consequently, co-ordinators of the non-core subjects do not know clearly what the standards of attainment and quality of provision in their subject are in the school. There has been a two-yearly programme of policy reviews for each subject and during these times some monitoring of standards takes place. At other times, the test results in English and mathematics are analysed by the headteacher and deputy headteacher to supply useful information for teachers about the pupils' progress. However, for the non-core subjects, there is currently no rigorous means by which knowledge of the strengths and weaknesses in the subject can be gained. The responsibilities for different aspects of monitoring, analysis and evaluation are not yet sufficiently clear.
16. The subject coordinators are not charged with responsibility for evaluating standards in their subjects. However, there have been some good evaluations of aspects of the pupils' work and of the teachers' planning, but they have lacked sufficient breadth to draw conclusions about whole school performance. In this respect, the Key Issue raised in the last inspection report has not been satisfied fully. This is largely due to a lack of management time for such monitoring. However, the senior staff now have the necessary knowledge to undertake this work and the governors have agreed to provide a good amount of management time. Consequently, the school is well placed to install appropriate systems immediately.
17. During the infrequent subject monitoring periods referred to above, there has been some evaluation of the curriculum provision and the subject co-ordinators have reviewed the teachers' planning. A number of lesson observations were also made and the feedback from these was helpful. However, the monitoring of the non-core subjects has not been sufficiently rigorous with respect to the planning for and recording of the pupils' progression in gaining skills and understanding. Some better examples are emerging in the monitoring of English, mathematics and information and communication technology. Using the increased management time now available, it should be possible to build upon and extend these initiatives to other subjects.

18. Some other aspects also have little monitoring, such as the deployment of the classroom assistants. These assistants make a positive impact on the learning of pupils, often by supporting groups of pupils while they complete their work. When they have been sufficiently briefed, they are very effective, for example, in the reception class. However, on many occasions there are missed opportunities to make the best use of their time. For example, during whole class discussion sessions the assistants often watch and wait for the group work to begin, rather than recording the responses of individual pupils to the teachers' questions, or helping the less confident pupils to contribute to the class discussions. Another issue that lacks regular monitoring is the time spent by pupils withdrawn from lessons. As part of its inclusive ethos, the teachers are well aware of what the withdrawn pupils may miss from the classroom and this is matched against the gains made by small group work. They also endeavour to see that these pupils do not miss the same lesson each week. However, there has been no systematic review of the impact of various withdrawals on individual pupils' learning.
19. The members of the governing body have also been involved in some monitoring, in particular the monitoring of the provision made for pupils with special educational needs. Their reports are infrequent, but helpful. However, the governors currently have few means to monitor the impact of past spending decisions, such as the increase of classroom assistants or the provision of more monitoring time.

The level of involvement by some of the partners in the school's work could be increased

20. The school has good procedures and has made good efforts to develop relationships with parents. All the required information is included in the prospectus, the annual governors' report to parents and in the written reports about the pupils' progress. There is also a good number of meetings about the children's progress and occasional ones to inform the parents about aspects of the curriculum and assessments. The parents are invited to help in the school and a limited number provide valuable assistance in classrooms and on educational outings. A small group organises the parents' and teachers' association, which raises funds for the children's benefit. The school has previously sought the views of parents through a questionnaire. All parents sign a home-school agreement, which was devised partly from their views, and homework is generally supported well at home. The parents are diligent about attendance and promptness, although a very small number are critical of a few school rules. The building is used by parents and others for adult learning.
21. Some 73 per cent of parents responded positively to the question in the questionnaire concerning their working relationships with the school, but a minority expressed dissatisfaction with this aspect. A number of these parents have difficulties in getting to the school because transportation from the military camp is difficult. The annual reports on progress, while providing all the required information, sometimes seem impersonal and offer little to show how the pupils can improve and how their children's attainment compares with others'. However, the parents find the teachers are honest and very helpful in their comments. A few felt their views were heard, but not acted upon. Some others feel that the letters they receive from the school are informative, but over-formal and lacking a friendly tone.
22. The governors have a strategic plan for the school's development. The work of their various committees appropriately covers the statutory responsibilities and the full governing body makes the major decisions. Some monitoring visits have taken place, but the governors have few means of direct corroboration of the reports they receive from the headteacher and others.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Issues that the school has already considered or worked at are marked *.

23. In order to build on the school's successes and continue making improvements, the headteacher, governors and teachers should:

- (1) implement fully a strategy to enable all appropriate coordinators and governors to carry out rigorous monitoring and evaluation of standards of attainment, planning for progression and the quality of provision,* **(paragraphs 16 - 20)**

- (2) find more ways in which all parents and governors may feel part of the school, such as more informal communication, improved report writing and ways to gain and consider all the parents' views.* **(paragraph 22)**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	4	4	0	0	0
Percentage	7	36	28	28	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 more than seven percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	116
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs

	YR – Y4
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	21

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	43

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	17	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	16	16	17
	Total	24	24	25
Percentage of pupils at NC level 2 or above	School	96 (92)	96 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	16	16	16
	Total	24	24	24
Percentage of pupils at NC level 2 or above	School	96 (100)	96 (96)	96 (96)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	116
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y4**

Total number of qualified teachers (FTE)	6.46
Number of pupils per qualified teacher	17.9
Average class size	23.2

Education support staff: YR – Y4

Total number of education support staff	5
Total aggregate hours worked per week	90

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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	2	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.

Financial information

Financial year	2000 - 2001
	£
Total income	282633
Total expenditure	282743
Expenditure per pupil	2375
Balance brought forward from previous year	26149
Balance carried forward to next year	26039

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	120
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	36	3	0	2
My child is making good progress in school.	36	39	8	0	17
Behaviour in the school is good.	42	41	3	0	14
My child gets the right amount of work to do at home.	29	36	15	0	20
The teaching is good.	46	27	5	0	22
I am kept well informed about how my child is getting on.	44	29	10	3	14
I would feel comfortable about approaching the school with questions or a problem.	58	29	7	7	0
The school expects my child to work hard and achieve his or her best.	34	58	0	0	8
The school works closely with parents.	31	42	15	5	7
The school is well led and managed.	46	44	5	0	5
The school is helping my child become mature and responsible.	34	58	0	0	8
The school provides an interesting range of activities outside lessons.	27	51	14	0	8

Other issues raised by parents

Parents are generally very happy with the school's standards and the care and welfare offered to pupils. Many are impressed with the way in which new pupils quickly settle in to the school and their needs are quickly assessed. A number of parents indicated that they were new to the school and this is reflected in the proportions of "Don't know" answers.

