

# INSPECTION REPORT

## **FARCET CE PRIMARY SCHOOL**

Peterborough

LEA area: Cambridgeshire

Unique reference number: 110811

Headteacher: Mrs C Jamison

Reporting inspector: Mr P B McAlpine  
21552

Dates of inspection: 18-19 January 2000

Inspection number: 182469

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:	4-11
Gender of pupils:	Mixed
School address:	St Mary's Street Farcet Peterborough
Postcode:	PE7 3AR
Telephone number:	01733 240337
Fax number:	As above
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr W Clark
Date of previous inspection:	10-14 June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>15</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>16</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is a small voluntary controlled Church of England primary school for boys and girls aged 4-11 years old. It has 117 full-time pupils arranged in four classes, each containing pupils from two or more year groups. At the present time, attainment on entry covers a wide range, with slightly more high than low attaining pupils, which is average overall. The pattern of attainment on entry varies from year to year and is sometimes below average overall. About one pupil in five is eligible for a free school meal, which is broadly average. One pupil in ten is from a minority ethnic background, which is more than most schools. No pupil speaks English as an additional language. The proportion of pupils on the special educational needs register is average. However, the proportion with statements of special educational needs is three times the national and local average. The distribution of pupils with special educational needs is markedly uneven between the classes. All of the teachers, including the headteacher, have been appointed to the school since the last inspection.

### **HOW GOOD THE SCHOOL IS**

This is an effective school. Standards at age eleven have risen steadily over the past three years and the achievement of the junior pupils in English and mathematics is good. Pupils are highly motivated, hard working, polite and well behaved. The teaching is satisfactory and the quality and range of learning opportunities overall is good. The headteacher provides thoughtful, effective leadership and a clear direction to the work of the school. She is well supported by the governors and staff. There is a strong community spirit. Teamwork is firmly established and the headteacher, governors and staff are working closely together to raise standards for all pupils. The school provides good value for money.

### **WHAT THE SCHOOL DOES WELL**

- The results of the most recent national tests at age eleven are very high in mathematics and science and above average in English, reflecting good provision in the juniors that meets the needs of nearly every pupil.
- The headteacher is an effective leader who is aware of the school's strengths and weaknesses through the rigorous systems that she uses for monitoring and evaluating the teaching and the curriculum. She is bringing about improvements step-by-step.
- The provision for pupils with special educational needs is of good quality.
- The attitudes and behaviour of the pupils are good overall because all the teachers motivate the pupils well, use an effective system of rewards and sanctions, and have high expectations that the pupils will respect and cooperate with each other.
- The governing body is fully involved in the school. They fulfil their statutory responsibilities well and have good systems in place to hold the headteacher and staff to account for the standards they achieve.

### **WHAT COULD BE IMPROVED**

- Standards in reading and mathematics are below average in the infants, partly reflecting teaching that does not always meet the needs of Year 1 pupils when they are taught with Year 2 pupils in a mixed age class.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Improvement since the last inspection is good and all of the action points from that inspection have been tackled well. The improvements are as much as could reasonably be expected and sufficient to raise standards

in 1999 at a rate that is faster than increases nationally.

When the school was inspected in June 1996, it was found to be satisfactory overall but with shortcomings in teaching and learning in the junior key stage and shortcomings in curriculum management and in monitoring. The present headteacher was appointed in 1997 and other teachers more recently. The changes to personnel have been well managed by the headteacher and the governing body, with good levels of support for new teachers, and this is one of the reasons for the growing effectiveness of the school. Since the last inspection, the proportion of pupils at age eleven who have attained the national expectation for their age has risen year on year in each of the core subjects. However, the proportions exceeding expectations did not rise significantly until 1999, and actually dropped in 1998. The quality of teaching has improved, significantly so in the juniors, and this is leading to almost every junior pupil making the nationally expected amount of progress in English and mathematics and to more pupils attaining the higher levels in the tests at age eleven. The behaviour of the pupils is good. Many parents point to a significant improvement in behaviour since the last inspection and all parents whose views are known are satisfied with the standards achieved in this aspect.

The management roles of teachers are now clearly defined and all those with delegated responsibility are active in their roles. However, some of the teachers have not been at the school long enough for the full impact of their management work to be accurately measured. Rigorous monitoring arrangements have been introduced. The headteacher observes the teachers and looks at the work of the pupils each term and acts effectively to remedy shortcomings. Curriculum leaders monitor the planning and the pupils' work. The governing body is involved appropriately in the monitoring and in the evaluation of the findings and has increased considerably its involvement in the school through a full range of active committees.

## STANDARDS

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

Performance in:	compared with				<i>Key</i>
	All schools			Similar schools	
	1997	1998	1999	1999	
English	E	E	B	A	well above average    A above average        B Average                 C Below average         D Well below average    E
mathematics	D	E	A	A*	
science	B	E*	A	A*	

The pupils attained very high standards in mathematics and science in the 1999 national tests at age eleven, reflecting good provision in the juniors that meets the needs of nearly every pupil. Standards in English were lower but were nevertheless above average. Standards in each core subject were very high at age eleven when compared to schools with pupils from similar backgrounds, placing them in the top 5 per cent of similar schools in mathematics and science.

The proportions of pupils attaining the expected levels have increased year on year at the end of the junior key stage since the last inspection in all core subjects, with the most significant increases statistically being in mathematics and science. These increases do not show clearly in the above table, which is based on a points score analysis that fully takes into account the amount of attainment that is above expectations. Although the proportion of pupils attaining the expected level has increased each year, the proportions exceeding expectations has been variable and dropped in 1998. As the above table shows, this variation in high attainment affected the relative position of the school in 1998 in mathematics and science compared to the national picture. There are no significant differences in attainment between boys and girls or pupils from different backgrounds.

Pupils in the reception year generally reach or exceed the national benchmarks for pupils entering compulsory education, reflecting the effectiveness of the teaching that they receive. The 1999 national test results at age seven were well below the national average in reading and mathematics and below average in writing. When compared to similar schools, the results at age seven were average in writing but still below average in reading and mathematics. The standard of work of pupils currently in Year 2 is below average overall.

The small size of each year group means that annual variations in standards of attainment can be anticipated without the variation necessarily indicating changes in the quality of the provision. The inspection findings are that current standards of attainment in Year 6 are lower than in 1999 and it is unlikely that the test results in 2000 will be as high as the previous year. Nevertheless, the achievements of pupils are good overall. In the juniors, almost every pupil makes or exceeds the nationally expected amount of progress between the age of eight and eleven. The lower standards that are currently found in Year 6 do not reflect shortcomings in the teaching. In 1999, very few pupils in Year 6 were on the special educational needs register and very few pupils had left or joined the year group during the junior key stage. Currently in Year 6, about one third of the pupils are on the special educational needs register, with one in five being at advanced stages of special needs assessment and in receipt of additional support from the local authority. Pupil turnover is also higher. All of the pupils with special educational needs are very well supported and make good progress in relation to their difficulties, which are mainly with literacy and numeracy, but the standards they attain are below those expected for their age.

Ambitious targets for 2000 have been set in English and mathematics. The targets are based on the pupils' attainment at age seven, plus anticipated improvements following the introduction of the National Literacy Strategy and the National Numeracy Strategy. The school is on course to achieve these targets.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are well motivated and eager to learn. They try hard in lessons and cooperate well with others during group activities and shared tasks.
Behaviour, in and out of classrooms	Good throughout the school. The school is an orderly community. No bullying or racist behaviour was seen. There have been no exclusions since the last inspection.
Personal development and relationships	Good. Almost all of the junior pupils are able to plan and organise their work independently when asked. The oldest pupils accept responsibility when it is given and show appropriate levels of initiative.
Attendance	Satisfactory. The rate of attendance is below the national average but there is very little unauthorised absence compared to the typical picture. Punctuality is satisfactory. Non-attendance and poor punctuality are linked to a very small number of families. The headteacher has appropriate strategies in place to promote good attendance.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Satisfactory

*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 has improved considerably since the last inspection and is now similar to the national



picture. The rate at which pupils learn in lessons is satisfactory overall. In the juniors, the learning of all pupils is rarely less than satisfactory and many pupils make quick progress. In the infants, the Year 1 pupils in the mixed Year 1 and 2 class sometimes struggle with work that is too difficult and this slows their learning. Year 2 pupils are making satisfactory progress in lessons. The learning of all of the pupils in the reception year, together with the younger Year 1 pupils, is satisfactory.

At the time of the last inspection, none of the teaching was very good and a significant amount of the teaching in the juniors was less than satisfactory, including some that was poor. Currently, 90 per cent of the teaching is satisfactory or better; and four in ten lessons are good or better, including one in ten that is very good. One lesson in ten is unsatisfactory but none is poor or very poor. The good teaching is spread throughout the school. The very good teaching is in the juniors. The unsatisfactory teaching is linked to the work of two teachers, one in the infants and one in the juniors, but the shortcomings involved are straightforward and remediable. The teaching of mathematics is good overall. The teaching of English is satisfactory overall.

Where teaching is very good, the teachers' subject knowledge and expertise are high, leading to well planned and managed lessons where the pace of learning is rapid from beginning to end and the teacher's personal enthusiasm for the subject infects the pupils. Where teaching is good, the planning is effective, the teacher's questioning and explanations skilfully involve all pupils during shared text and word level work and during mental mathematics sessions and independent tasks are well matched to the pupils' needs. Where teaching is satisfactory, all pupils are productively involved during shared work, the pace of learning is steady, and the majority of pupils extend their knowledge appropriately.

Where teaching is unsatisfactory, a significant number of the pupils are not involved adequately in the learning. This is either because the work is not aimed at their specific needs, which is mainly the case where teaching is unsatisfactory in the infant key stage, or over lengthy explanations slow the pace of learning, which occasionally happens in the juniors.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant, with a strong emphasis on literacy and numeracy. A wide range learning experiences and extra curricular activities are offered the pupils and these skilfully meet the different interest and abilities of the pupils. All relevant statutory requirements, including those for religious education, are met.
Provision for pupils with special educational needs	Good. The learning needs of these pupils are specifically identified in the planning and well met in the teaching.
Provision for pupils with English as an additional language	No pupil has English as an additional language.
Provision for pupils' personal - including spiritual, moral, social and cultural –development	Good. There is a recognisable spiritual dimension to assemblies. Links with the local church are very well established. The teachers encourage pupils to reflect on the underlying values and moral principals that govern behaviour in school and the wider community. Worthwhile opportunities are provided for pupils to take responsibility and to gain understanding of what it means to belong to a community. There is a strong recognition of the multicultural nature of British society.
How well the school cares for its pupils	Satisfactory and typical of most schools. Child protection procedures are good. Health and safety requirements are met.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides firm leadership and a clear direction to the work of the school. Management is efficient, with appropriate deployment of staff and good delegation of responsibility. The senior teacher has been in post one term. She has already contributed significantly to school policy and is leading very effectively by example through the good quality of her teaching. Subject coordinators understand their role and are helping substantially to improve the teaching methods, medium term planning, and resources within their own areas of responsibility.
How well the governors fulfil their responsibilities	The governors are well organised and fully involved in the life and work of the school. All relevant statutory requirements are met.
The school's evaluation of its performance	The headteacher has a good understanding of the strengths and weaknesses of the school. The monitoring of teaching and curricular effectiveness is well established. Developing a range of systems to monitor and evaluate all aspects of school life and work is a current priority of the governors and senior management.
The strategic use of resources	The financial resources of the school are well managed.

The management of the school is good overall. There is a clear sense of common purpose and the pupils' interests and achievements come first. Teamwork is well established and the development plan contains the right priorities for the future. All members of staff make a positive contribution to the organisation and management of the school and to raising standards. Financial planning is of good quality and the governors understand and apply best value principles. There is a significantly large surplus, however, which reflects changes to staffing. The surplus is planned to reduce over the next two years.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The improvements in behaviour in the past three years.</li> <li>The generally high standards in English and mathematics.</li> <li>The good quality provision for pupils with special educational needs.</li> <li>The emphasis on working hard and caring for others.</li> </ul>	<ul style="list-style-type: none"> <li>That work that is too difficult is sometimes given to pupils in Year 1.</li> <li>The inconsistency in the amount of homework given.</li> </ul>

The inspectors agree with the parents' positive views and with their concerns.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The results of the most recent national tests at age eleven are very high in mathematics and science and above average in English, reflecting good provision in the juniors that meets the needs of nearly every pupil.**

1. In mathematics and science, every pupil either attained or exceeded the level expected nationally of a typical eleven-year-old, with about two fifths of them in mathematics and nearly half in science attaining a higher level. These proportions are much greater than those found in most schools. In English, about three quarters of the pupils attained or exceeded the nationally expected level, with just over one quarter attaining a higher level. While the overall proportion of pupils who attained or exceeded the expected level in English is similar to most schools, the proportion that exceeded it was much greater than is typical nationally and this is why standards are above average overall in this subject.
2. In 1997, standards in mathematics and science were particularly low in the school as a whole and the headteacher and governors made these subjects a priority for development. English did not become a priority until 1998, with the introduction of the National Literacy Strategy and the receipt of intensive support for the subject from the local authority. This largely explains the differences in standards between the core subjects. Standards in all core subjects have increased at a rate that is faster than the rise in standards nationally, with the greatest increase being between 1998 and 1999. Standards in mathematics and science more than doubled during that period.
3. Pupil progress is much better than the typical picture. The headteacher and staff are giving strong emphasis and high priority to meeting the needs of all pupils in English and mathematics, including pupils with low attainment and with special educational needs. Analysis of the pupils' test scores over the past four years shows that almost every pupil is making or exceeding the nationally expected amount of progress in these two subjects. School records, which track pupils as they get older, show that the proportion attaining or exceeding appropriate standards for their age increases substantially over time, indicating good levels of catching up on expected standards for below average pupils and good acceleration for average and above average pupils. The pupils' current work shows that all those in the junior key stage are making the amount of progress in English and mathematics that is consistent with the national expectation and confirms the evidence from the test scores.
4. The teaching in the juniors is meeting the needs of high, average and low attaining pupils in English and mathematics through effective implementation of the Literacy and Numeracy Strategies, and this is why the pupils' achievements in these subjects are good. About half the teaching in the juniors is of good or better quality, with one lesson in six being very good. Only a small amount of teaching is unsatisfactory and none is poor or very poor.
5. Appropriate planning and organisational methods used in lessons in the juniors, together with good quality questioning, and exemplification, provide for pupils at different levels of attainment. Work is well matched to learning needs. After school booster classes for literacy and numeracy are used effectively to support the progress of particular groups of pupils and are well attended. High attaining pupils are fully stretched in all of the junior year groups.
6. Direct teaching and whole class teaching methods are used routinely in lessons in English, mathematics and science and this helps all of the pupils to extend their knowledge and understanding. The teachers' subject knowledge and expertise in mathematics is very good throughout the juniors. Subject expertise in English varies between the teachers but is nevertheless good overall. Planning is detailed and appropriate. In both each of the core subjects, the teachers appropriately split learning into small, manageable steps for the pupils, which quickly increases their confidence and enables them to feel successful.
7. The teachers have a good knowledge of the pupils' attainment, which has been gained from effective day-to-day assessment. They take into account the pupils' level of prior attainment and provide work that builds constructively on their existing knowledge. During shared, whole class sessions, the teachers ask challenging

questions to pupils of different levels of attainment, making them think quickly and accurately and to articulate their thoughts. In Year 3 and 4, for example, a well managed shared mental mathematics session led to all pupils extending their knowledge of the subtraction of hundred, tens and units and increasing the speed of their mental recall of basic number facts.

**The attitudes and behaviour of the pupils are good overall because the teachers motivate the pupils well, use an effective system of rewards and sanctions, and have high expectations that the pupils will respect and cooperate with each other.**

8. Almost all of the pupils are well motivated, work hard, and speak favourably of the school. Parents, whose views are known, report that their children like and come willingly to school. In lessons, the pupils are eager to answer questions and apply themselves to the tasks in hand, reflecting the generally challenging nature of the work provided and the good relationships between pupils and teachers. The pupils listen carefully to each other, work cooperatively, and show good levels of courtesy, respect and consideration for others. Behaviour is good in the classroom and throughout the school, with only a few exceptions. Playtimes are generally free from aggressive behaviour and meal times are orderly. No bullying or racist behaviour was seen. Both pupils and parents report that the teachers have dealt with the very few incidents of bullying and racism that have occurred in the past quickly and effectively. There have been no exclusions since the last inspection. The personal development of the pupils is satisfactory and relationships between the pupils are good.

9. The teachers' expectations of the pupils' behaviour are appropriate and well communicated in each classroom and throughout the school. The teachers consistently use an effective system of rewards and sanctions to promote these expectations at an individual, class and school level. The rewards are meaningful to the pupils and appropriately outweigh any sanctions. One of the reasons for the success of the strategy is that meeting expectations and gaining rewards is a challenge for the group or class as a whole. This engenders team work and places misbehaviour in a social context. Teachers allow time for pupils who misbehave to reflect on the consequences of their actions upon others and to put right what they have done wrong; this is good practice. Sanctions are incremental in nature and common in form throughout the school. Pupils see them as fairly applied.

**The headteacher is an effective leader who is aware of the school's strengths and weaknesses through the rigorous systems that she uses for monitoring and evaluating the teaching and the curriculum. She is appropriately bringing about improvements step-by-step.**

10. The headteacher has created a strong corporate spirit within the school. The teachers, governors and non-teaching staff work together closely as a team. They share a common set of aims and values that are well reflected through the work of the school. All of the teachers understand key policies and they endeavour to implement them consistently. The good professional relationships and a climate of being willing to learn means that the teachers are receptive to advice and constructive criticism and have a strong desire to raise the quality of their work to the highest levels.

11. Changes since the last inspection have been considerable and have been managed well so as to lead to improvements in teaching and learning. Appointment and induction procedures, for example, are appropriate and have helped raise the quality of teaching. The newly appointed teachers offer a broad range of subject knowledge and experience that is being used to good effect to provide a balance of expertise within the curriculum and to boost areas that were previously weak. There is a satisfactory mentor system for newly appointed staff; extensive briefing has taken place, which the new teachers found very useful; and a beneficial system of visits to other schools helps teachers acquire an appropriate vision of good practice. The introduction of the National Literacy and National Numeracy Strategies has been suitably managed. Training and observations of teaching have led to improvements in the quality of work provided and to the rise in standards. Support from the local authority has been well used to provide teachers with an understanding of the teaching methods and curricular framework associated with the strategies and to provide models of good practice.

12. The headteacher is rightly concerned with building a high-performance team of teachers who can provide teaching of the best quality. To achieve this aim, she has introduced a rigorous system of monitoring and evaluating the effectiveness of the teaching and the curriculum. Once each term she sees every teacher teach

and writes an appropriate formal record of the findings. After each observation, there is detailed feedback and good quality personal targets for improvement are set where necessary. These procedures are good practice. The pupils' attainment and quality of work is monitored through a sampling system and this has led to several improvements in the methods and strategies used. Curriculum leaders and members of the governing body are involved in the monitoring and the evaluation of practice and there are good corporate procedures in place to identify strengths and weaknesses and decide on any action to be taken. The headteacher's records, for example, show that she has already identified the shortcomings in the teaching that affect Year 1 pupils. Guidance, together with targets for improvement, has been provided and the first of the targets has been successfully met.

13. The levels of delegation of management tasks are appropriate and reviewed regularly by the headteacher and this is well managed. Since her appointment, all roles and responsibilities have been defined clearly and training has been provided to help staff understand their roles and carry them out effectively. This has remedied the shortcomings identified at the time of the last inspection. The process is on going and has coped well when trained staff have left and new staff have been appointed. Part of the process is for curriculum leaders to visit other schools where curriculum leadership is well established, and this is good practice. Responsibilities are reviewed regularly and are increased as newly appointed teachers become established.

**The governing body is effectively involved in the school. They fulfil their statutory responsibilities well and have good systems in place to hold the headteacher and staff to account for the standards they achieve.**

14. The governors contribute considerably to the proficiency of the school. The previous report found shortcomings in the involvement of the governors in strategic planning and in monitoring the quality of education provided. The governors report enthusiastically that their involvement in policy making and in holding the school appropriately to account has increased considerably since the last inspection. Records and other evidence confirm this and the governors' involvement is now at a level that is good overall. The governors are fully involved in establishing the aims and values of the school; the monitoring of standards; the development planning processes; and in the approval of key policies and targets. This high level of involvement enables them to help shape the direction of the school and to promote good standards.

15. In 1998, led by the headteacher, the governors reviewed and increased their involvement. They established a detailed, comprehensive governors' development plan up to 2003, and a broad, relevant range of committees and working groups to monitor and guide the direction of the school. They have participated in an extensive programme of governor training. The implementation of the governors' development plan is well on target. Strong emphasis is placed by the governors on the curriculum, especially literacy and numeracy, and on raising standards for all pupils. One of the governors' key strategies for holding the school to account is to monitor the performance of the school through a "standards committee", whose prime task is to evaluate and interpret test and other data. This strategy is innovative and is leading, as intended, to the governors acquiring an in-depth knowledge of the strengths of school achievements and where improvements are necessary. The governors visit the school on a regular basis, both formally and informally. Formal visits are well organised and systematic in nature, with mornings given to evidence gathering and afternoons to a review of the findings. This process is directly linked to the establishment of priorities for action and to the writing of the school development plan.

16. All relevant statutory requirements are met. The governors' development plan provides appropriately for all key policies and required documents and tasks to be routinely reviewed and updated where necessary. The governors' annual report to parents, for example, is produced through a working group and checked against requirements for completeness. The relationship between the work of the headteacher and senior managers and that of the governing body is good. Governors' meetings are well attended; the membership of committees and their decision-making powers are clearly established.

**The provision for pupils with SEN is of good quality.**

17. The provision is very effective and nearly all pupils with special educational needs make good progress in relation to their difficulties. The teachers are developing a systematic range of strategies to identify as early as possible those pupils who have special educational needs. No pupil was found whose needs are not being met.

Individual education plans are of good quality and written for all pupils on the special needs register. For the most part, the targets in the plans are very specific and promote the accurate measurement of progress. In one or two instances, the targets are less specific but the learning support assistants who work with the pupils have the expertise to compensate for this in the detail of their lesson planning and the appropriateness of their day-to-day support. Records are well maintained and easy to follow. The roles and duties of teachers with management responsibility, and of governors with oversight of special educational needs, are clear, appropriately delegated and implemented well. Statutory requirements are fully met. All parents with personal experience, and whose views are known, speak highly of the quality of special educational needs support and are very satisfied with the progress their children are making.

18. Individual education plans are satisfactorily used throughout the school to guide the work that is provided for pupils in lessons. In Years 3 and 4, planning to meet the needs of pupils on the special educational needs register is of a very high standard and the guidance and deployment of learning support assistants are excellent. At the beginning of each week, the Years 3 and 4 class teacher provides detailed written guidance for literacy and numeracy lessons for the three learning support assistants and talks through the pupils' requirements at a planning meeting. The assistants have considerable expertise and follow the plans diligently, to the great benefit of the pupils involved. Similar planning meetings involving learning support assistants take place in each of the other classes, though the extent of written guidance is more limited. Once a week, all the learning support assistants meet the Years 3 and 4 teacher to discuss common issues and to share good practice as part of a new and worthwhile strategy to raise the quality of the provision even higher.

## **WHAT COULD BE IMPROVED**

**Standards in reading and mathematics are below average in the infants, partly reflecting teaching that does not always meet the needs of Year 1 pupils when they are taught with Year 2 pupils in a mixed age class.**

19. Analysis of the 1999 test results for pupils at the end of the infant key stage shows that the proportion of pupils attaining the level expected nationally of a typical seven-year-old was similar to most schools in writing and mathematics but with fewer pupils attaining the higher standards. In reading, the proportion reaching or exceeding the expected level was smaller than most schools. About one pupil in five attained a higher standard in reading and this, too, was fewer than in most schools.

20. The pupils who took these tests are now in Year 3. Almost half of them are on the special educational needs register and this partly explains why the standards attained in 1999 were low. However, the standards attained by pupils currently in Year 2 are also slightly below average, both in terms of the proportion of pupils at expected levels and at the higher levels. Their work shows that the progress made by the pupils in Year 2 is broadly satisfactory but that the attainment of a significant minority was below that expected for their age when they entered Year 2 in September 1999. The findings from lessons and the pupils' work indicate that the progress of Year 1 pupils in the mixed Years 1 and 2 class is slow. The teaching in this mixed age class is aimed primarily at Year 2 pupils, with insufficient teaching targeted specifically at the curricular and learning needs of Year 1 pupils. This is resulting in underachievement at age seven. The planning in this mixed age class does not always identify the learning needs of Year 1 and Year 2 pupils separately. Within the class, the pupils are in mixed Year 1 and Year 2 groups according to an evaluation of their ability but this grouping is not always accurate. During shared work, not enough questions are targeted specifically at Year 1 pupils, and explanations are sometimes too complex for younger pupils to understand. The headteacher is aware of the shortcomings and is already providing some guidance and support through her monitoring and professional development procedures.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

21. The headteacher and her staff, with the support of the governing body, should raise standards in reading, writing and mathematics in the infant key stage by:

- improving the quality of teaching so that it challenges appropriately all pupils in each of the different year groups, particularly during whole class shared text and word level work in literacy, shared mental work in numeracy, and in independent and group work in both subjects;
- improving the quality of weekly and daily planning so that the specific learning objectives for each infant year group and for pupils at different levels of attainment are identified in detail;
- focusing sharply on the above priorities when monitoring the teaching and planning so as to identify and communicate methods and strategies that promote successful learning;
- setting detailed targets for improvement and then measuring the progress made towards their achievement.

(Discussed in paragraphs 19-20. The school already acknowledges the shortcomings. Action is being taken.)

22. In addition to the issue above, the headteacher and governors should consider including the following weakness in their action plan:

- the slow pace to learning in the juniors caused occasionally by over long whole class explanations (discussed on page 9).

## 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	12

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	34	48	9	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*

<b>Pupils on the school's roll</b>	YR–Y6
Number of pupils on the school's roll (FTE for part-time pupils)	117
Number of full-time pupils eligible for free school meals	21

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR–Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	23

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	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	6

### *Attendance*

#### **Authorised absence**

	%
School data	6.6
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.1
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	9	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	7	6
	Girls	7	8	8
	Total	13	15	14
Percentage of pupils at NC level 2 or above	School	72	83	78
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	8
	Girls	8	8	9
	Total	15	15	17
Percentage of pupils at NC level 2 or above	School	83	83	94
	National	82	86	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
	1999	7	11	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	7	7
	Girls	9	11	11
	Total	13	18	18
Percentage of pupils at NC level 4 or above	School	72	100	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	6	6
	Girls	9	9	11
	Total	13	15	17
Percentage of pupils at NC level 4 or above	School	72	83	94
	National	68	69	75

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	5
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	108
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	5.1
Number of pupils per qualified teacher	23
Average class size	29

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	141.25

*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	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.*

### ***Financial information***

Financial year	1999
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	£
Total income	192720
Total expenditure	191599
Expenditure per pupil (based on 117 NOR)	1637.60
Balance brought forward from previous year	37376
Balance carried forward to next year	38497

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	117
Number of questionnaires returned	44

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	2	0	0
My child is making good progress in school.	56	32	5	5	2
Behaviour in the school is good.	32	57	9	0	2
My child gets the right amount of work to do at home.	34	30	30	5	2
The teaching is good.	55	27	7	0	11
I am kept well informed about how my child is getting on.	39	36	18	7	0
I would feel comfortable about approaching the school with questions or a problem.	52	43	0	5	0
The school expects my child to work hard and achieve his or her best.	59	34	0	5	2
The school works closely with parents.	41	36	16	7	0
The school is well led and managed.	41	41	5	2	11
The school is helping my child become mature and responsible.	48	45	2	0	5
The school provides an interesting range of activities outside lessons.	23	48	20	2	7

### **Other issues raised by parents**

In addition to the issues already identified earlier in the report, a small proportion of parents raised the following concerns:

- that the practice of grouping pupils by attainment within a class led to some pupils, particularly those with lower attainment, not receiving the same broad curriculum as the others;
- that sharing baseline assessment information individually with the reception pupils labelled the pupils at an early age and affected their self-esteem.

The inspectors did not find any evidence to support these views. All pupils receive the same broad curriculum. Tasks are matched to their learning needs, with the exceptions in Year 1 identified in the report. There is no evidence that pupils are labelled by their teachers or by their peers. Levels of self-esteem are good.

