

INSPECTION REPORT

ENMORE C of E PRIMARY SCHOOL

Bridgwater

LEA area: Somerset

Unique reference number: 123787

Headteacher: Mrs E C Meiklejohn

Reporting inspector: Mrs P Francis
2440

Dates of inspection: 28 & 29 March 2000

Inspection number: 183344

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Foundation

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Enmore
Bridgwater
Somerset

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Appropriate authority: The Governing Body

Name of chair of governors: Mr H C L Meade

Date of previous inspection: June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a voluntary controlled Church of England school for boys and girls aged 4-11 years and is smaller than other primary schools. It has 127 full-time pupils including ten pupils in the reception/Year 1 class who are under five. Most pupils come from socially advantaged backgrounds and the proportion of pupils who are eligible for free school meals is below the national average. Overall, the range of pupils' attainment on entry and throughout the school is above average and the school has a proportion of pupils who have special educational needs, 5.5 per cent, that is well below the national average. The proportion of pupils who have a statement of special educational needs, less than one per cent, is below the national average. All pupils are white, and no pupils have English as an additional language. Since the previous inspection in 1996, the school has changed its status from grant maintained to foundation, the number on roll has increased by ten per cent and the proportion of pupils with special educational needs has doubled.

HOW GOOD THE SCHOOL IS

This is an effective school, which provides satisfactory value for money and makes good provision for pupils who have special educational needs. Pupils attain high standards in English, mathematics and science and very good personal development due to the good teaching. The school is satisfactorily led with a shared commitment from the staff and governors to improving standards of attainment. There are weaknesses in the management of the school in its strategic planning, the monitoring of teaching and in its professional development of staff.

What the school does well

- By eleven years of age, pupils' attainment in English and mathematics is well above average due to the good teaching.
- Teachers' high expectations and very good relationships with pupils foster very good attitudes, values, behaviour and personal development for pupils across the school.
- Overall, teaching is good and has a positive impact on pupils' learning and achievement.

What could be improved

- The effectiveness of strategic planning and the management of the professional development of staff to support the high standards.
- The effectiveness of the monitoring of the school's performance, especially teaching, to identify what does or does not work well in lessons and improve learning and standards even further.
- Teachers' lesson planning in order to improve pupils' learning further.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Since then, the school has made satisfactory improvement overall, because the high standards of attainment already achieved have risen further in line with the national trend. The very good pupils' attitudes, values and behaviour and the good teaching have been maintained and the health and safety concerns identified in the last inspection have been fully addressed. The high standards are due to the effectiveness of the work of the teaching staff. However, there are few effective management structures to support the standards the school achieves. The response to the key issues of the last inspection has been unsatisfactory. There are still weaknesses in the poor quality of the school's strategic planning, in the lack of rigorous and systematic monitoring and evaluation of the school's work and information to parents, including the annual reports on their children's progress. Minor weaknesses identified in the last inspection on meeting the legal requirements for all pupils of statutory school age to attend the daily act of collective worship, in improving pupils' appreciation of how contributions from non-western cultures can enrich life in today's multicultural Britain and the better use of imaginative play for the under fives have not been addressed fully.

STANDARDS

The table 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	
	1997	1998	1999	1999	
English	A*	A	A	B	well above average A above average B average C below average D well below average E
mathematics	B	A	A	A	
science	B	A*	A*	A	

A indicates performance in the top five per cent of schools nationally.*

At the age of seven, the test results in 1999 in reading and writing were well above average when compared nationally and with similar schools. In mathematics, they were above average for all schools but in line with the average in comparison with similar schools. Inspection evidence reflects the test results with particularly high standards in reading and writing.

In comparison with schools with similar intakes, by the age of 11, standards in mathematics and science were well above average. The work pupils were doing during the inspection confirmed the high standards in English and mathematics. The school's standards in English, mathematics and science have been consistently above average since 1996 and the improving trend of standards is in line with the national trend. Pupils achieve well in relation to their standards at entry.

The school's targets, based on pupils' individual targets, are realistic and are sufficiently high for each year group. The school predicts that the proportion of pupils expected to meet and exceed the average levels will fall in 2000 and 2001 due to differences in the nature of the cohorts and because one pupil in small cohorts can make a significant difference to test results.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like coming to school and have very good attitudes towards their work.
Behaviour, in and out of classrooms	Pupils are very well behaved, particularly in the classrooms; they are friendly, polite and trustworthy.
Personal development and relationships	Personal development and relationships are very good. Pupils work collaboratively in groups and productively on their own. They undertake responsibility and use their initiative willingly.
Attendance	Attendance rate in 98/99 was very high in comparison with other schools. The rate of unauthorised absence was below 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	Satisfactory	Good	Good

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

During the inspection all of the teaching was satisfactory or better; 67 per cent was good with a small percentage, seven per cent, of very good teaching. Overall in English and mathematics, teaching was good. The skills of literacy and numeracy are taught well across subjects. The particular strengths in teaching are teachers' high expectations for pupils' academic standards and behaviour, the way in which they meet the needs of all pupils, their effective teaching methods, their very good management of pupils and their good questioning. In most lessons and through the school, pupils, including those with special educational needs, acquire skills, knowledge and understanding at a good rate. Pupils work hard and very productively at a good pace and are very interested in their lessons.

The weaknesses are in aspects of teachers' planning and in their written marking and records of pupils' work. As teachers rarely identify learning objectives in their lesson planning and rarely review them in a plenary at the end of a lesson, it is difficult for pupils to know what they should have gained from the lesson.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall sound. The curriculum is broad, balanced and relevant and meets statutory requirements with effective strategies for teaching literacy and numeracy. There are some weaknesses in the provision for the under fives and insufficient teaching time in both key stages.
Provision for pupils with special educational needs	Overall the provision for pupils with special educational needs is good due to the work designed for them by their teachers and the extra support given by classroom assistants. The targets within pupils' individual educational plans are too broad.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good provision for pupils' personal development including very good provision for pupils to develop an understanding of their social and moral responsibilities. Good provision is made for spiritual development and sound provision for cultural development.
How well the school cares for its pupils	The school provides a caring and supportive environment with satisfactory procedures for pupils' welfare.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound overall. The headteacher and her deputy provide satisfactory leadership to a team dedicated to maintaining high standards. There are weaknesses in the quality of strategic planning and procedures for delegation of responsibilities to staff are limited.
How well the governors fulfil their responsibilities	The governing body is committed to the school's success and gives satisfactory strategic leadership to the school. It fulfils most of its statutory responsibilities. However, governors have played a limited role in ensuring implementation of the action plan from the previous inspection and have not reported regularly to parents on its progress.
The school's evaluation of its performance	Overall unsatisfactory. The school has made a sound evaluation of standards attained by pupils. However, there is poor monitoring, evaluation and further improvement of teaching, including planning, and its impact on pupils' learning.
The strategic use of resources	Overall satisfactory. There is good use of finance to provide favourable class sizes, very good material resources and good accommodation. The governing body has made significant improvements to the accommodation by building permanent extensions. They have applied best value principles satisfactorily. There are weaknesses in developing a coherent school development plan, including the use of a very high financial surplus.

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 school expects their children to work hard and achieve their best. • The school is helping their children to become mature and responsible. • The teaching is good. • Children make good progress in school. • Children's behaviour is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The ways in which they are informed about how their children are getting on. • The ways in which the school works closely with parents.

The inspectors endorse most of parents' positive comments but disagree that the school is well led and managed. Inspectors judge that, overall, leadership and management are sound because there are weaknesses in the school's management procedures.

The inspectors agree with the criticisms made by parents. The range of activities outside lessons is very limited, as it is restricted to recorder lessons at lunchtime and football after school. The school gives parents a single formal opportunity to discuss their children's progress in the spring term but they have to request an opportunity to discuss the child's annual report in the summer term. The criticism of the pupils' annual reports in the last inspection is still valid, as the information in pupils' annual reports is still unsatisfactory and does not meet the legal requirements. These arrangements are insufficient to keep parents well informed about their children's progress. The school does not give parents sufficient information on the planned curriculum, in newsletters or in the governors' annual report to parents, to help them work closely with the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By eleven years of age, pupils' attainment in English and mathematics is well above average due to the good teaching.

1. By the age of 11, pupils attained well above average standards in English, mathematics and science in their National Curriculum tests in 1999 when compared to all schools. When compared to schools with similar intakes, in English, standards were above average and in mathematics and science, were well above average. The work pupils were doing during the inspection confirmed these standards. Pupils' skills in mental arithmetic, reading and writing are very good. Eleven-year-old pupils who took the tests in 1999 made good gains in skills, knowledge and understanding in the three subjects across the key stage. Over a third of the pupils attained the higher level (Level 5) in English, almost half in mathematics and 62 per cent in science. The school's standards in English, mathematics and science have been consistently above average since 1996 and the improving trend of standards is in line with the national trend. These high standards have been achieved because pupils in both key stages are taught well by individual teachers and standards attained at the age of seven are built upon progressively by teachers in Key Stage 2.

2. Pupils enter Key Stage 1 with above average skills in language and literacy and due to the good teaching through the key stage, they achieve well in reading and writing. Most pupils read very well by the age of seven; they enjoy books, read fluently and accurately, know how to tackle unfamiliar words and express opinions about the characters and plot. In Year 1/2, when pupils read the text of 'Can't you sleep, little bear?' they read sections of the story with expression and use punctuation correctly to make sense of the text. They show their good understanding of the story when they answer simple questions in writing in their own words about the characters and plot of the story. In the Year 2/3 class, pupils in Year 2 also show a good understanding of the main points of the text of Jill Murphy's 'The Last Noo-Noo' and express personal preferences about the characters. By the age of eleven, pupils continue to read very well. They enjoy humour and have developed skills in skimming and scanning the text for meaning and in using inference and deduction to interrogate the text for deeper meanings. In Year 3, they understand the humour in the 'Mousehole Cat' and in Year 4/5, pupils scan the text of an extract from 'The Hobbit' to find sights and sounds that create a setting. They found examples such as *'rocky shores, a vapour and a steam, awful beating of his wings, the twang of the bows and the shrill of the trumpets'*. In Year 5/6, pupils of average prior attainment choose presents for Stig, the main character from 'Stig of the Dump' from their knowledge of his character from their reading of the book.

3. Writing skills are taught well across the school. Teachers have a good knowledge of their pupils' prior attainment and provide suitable activities for each of the groups of differing attainment in their mixed age and mixed ability classes. They have high expectations for pupils and continually challenge them to give of their best. In Year 1, pupils write a simple conversation inside speech bubbles between the two bear characters from 'Can't you sleep, little bear?' In Year 2, pupils answer questions in sentences about the story and make good use of word cards and simple dictionaries. In the Year 2/3 class, pupils have a good knowledge of different styles of poetry. They discuss the vocabulary used in some of Robert Louis Stevenson's poems and recognise that some of the words are old fashioned. They know and recognise syllables, rhyming words and they recognise different rhythms in poems such as 'From a railway carriage', modern rap poems and nonsense poetry by Spike Milligan. They enjoy reciting poems together and begin to

appreciate the poetry from another culture in 'Who Dat Girl?' from the Caribbean. They write their own rap poetry and confidently read it to the class. Pupils use a good range of interesting, expressive vocabulary in their speech and written accounts. In Year 5/6, a pupil described an abstract noun as '*something that is intangible*'. In their poetry writing about abstract nouns such as kindness, peace and misery they compared their ideas to colours and used similes such as '*a smell like honeysuckle*' and '*a taste as sweet as a peach*' to make their writing more eloquent. They use word processing skills competently on the computer to write and draft their work and save it to edit at another time. In their past work in their books, they have written very fluent stories in a joined cursive script in ink using an imaginative choice of vocabulary with accurate spellings and correct punctuation, including inverted commas.

4. Literacy is used effectively to support learning across the curriculum. In science in Year 2/3, pupils used a selection of books to find out about the sounds that animals make and how animals use their ears. In art in Year 5/6, pupils have gained much knowledge about the work of famous artists from a good selection of books. In religious education, pupils in Year 4/5 wrote letters as the prodigal son to his father. The high attainers composed a good letter in which they expressed themselves well as the character. In science, pupils in Year 6 recorded their tests on materials for qualities such as wear and strength. They use words precisely and master technical language proficiently.

5. In the reception class, the teacher provides many opportunities for children to begin to learn about mathematics. They count numbers during other activities such as story time and from their work on the computer, they know the names of common two-dimensional shapes such as circle, square and rectangle. In mathematics they count and sequence numbers to ten. Teachers have integrated the national numeracy strategy into their mathematical curriculum effectively and at the age of seven, pupils' attainment is above the national expectation and they have made sound progress across Key Stage 1. Pupils in Year 1 are quick to count forwards and backwards mentally in twos and fives and the higher attainers multiply by five and ten in their heads. They use the correct mathematical vocabulary and name the attributes of common two-dimensional shapes such as a triangle. Pupils in Year 2 are also quick to calculate mentally and know the correct names of solid shapes such as a sphere and cuboid. They halve numbers and find different ways of halving a square.

6. Pupils in Key Stage 2 continue to consolidate their mental calculation and by Year 6 have very good skills. In Year 3 pupils add on and subtract larger numbers mentally. They understand the use of known number bonds to aid subtraction and apply this knowledge accurately and they explain clearly the method that they used to the class. In the Year 4/5 class, the standard of mental calculation is very good; many pupils add on and subtract three digit numbers accurately in answers to questions such as, '*double 67, what is the difference between 56 and 100? How many more are needed to make 106 up to 200?*' They use very good mathematical language such as, '*vertical, horizontal axis, frequency*' correctly and pupils in Year 4 have a good knowledge of data handling. Past work in books shows that pupils in Year 6 attain very good standards in mathematics with the higher attainers working within the higher Level 5 in decimals, equivalent fractions, measurement of angles and calculation of area. Pupils of average and below average prior attainment multiply three digit numbers and calculate simple percentages accurately. Pupils in Year 6 make sound use of mathematical skills in science when they collect data in their scientific investigation into the properties of materials. They record their data in tables using information and communications technology and gain information about materials from a CD Rom.

Teachers' high expectations and very good relationships with their pupils foster very good attitudes, values, behaviour and personal development for pupils across the school.

7. Pupils enjoy coming to school and their attitudes to their lessons are very good; they are well motivated by the good teaching and interesting lessons. They answer questions and contribute ideas readily, try hard to succeed and become very involved in their work. In science in the Year 2/3 and Year 5/6 classes, pupils were well motivated by the interesting tasks on materials. In the Year 2/3 class, pupils very much enjoyed the different styles of poetry they shared and in the reception and Year 1 class pupils enjoyed story time. At lunchtime pupils enjoyed their lessons in playing the recorders and showed that they had practised at home to improve their skills. As a result of the stimulating activities, pupils' behaviour is very good particularly in classrooms and there have been no exclusions in the past year. These very good attitudes and very good behaviour reflect the opinion of the parents. During the long lunchtime in the playground there are limited activities for pupils and behaviour, although good, is not as secure as in the classrooms. Pupils are friendly, polite, and trustworthy and take good care of property.

8. Pupils form very good relationships with each other and they respect other pupils' views and listen attentively when others are speaking. They show good care and thought for others and willingly help each other as seen in most lessons. They collaborate well in pairs and larger groups to undertake a task. In a literacy lesson in the Year 2/3 class, the groups worked independently from the teacher and a group of Year 3 pupils working on the text of 'The Mousehole Cat' collaborated well to make joint decisions with questions to each other such as, '*Shall we write that down?*' Pupils' personal development is mostly very good and has been improved since the previous inspection by the increased opportunities for pupils to take responsibility and undertake initiative. All teachers and classroom assistants manage pupils very well and enjoy very good relationships with them. Encouragement and praise are used to good effect which results in pupils who are well motivated, sustain concentration and develop independence as they move through the school. In science, pupils in Years 2, 3, 5 and 6 were very responsible in the confident and mature way in which they organised their investigative work when exploring sound in the Year 2/3 class and properties of materials in the Year 5/6 class. At the end of an assembly when the local rector had led the act of worship, he needed help with playing the music for pupils to walk out of the hall. A Year 6 pupil took the initiative and started the machine to play the music for him. Without any teachers being present, pupils filed sensibly out of assembly to their classrooms for the first lesson of the day. Occasionally, however, opportunities for pupils to evaluate their own work are missed.

Overall, teaching is good and has a positive impact on pupils' learning and achievement.

9. All of the teaching seen during the inspection was at least satisfactory; 67 per cent was good with an additional small percentage, seven per cent, of very good teaching in mathematics. In most lessons and through the school, pupils acquire skills, knowledge and understanding at a good rate. The skills of literacy and numeracy are taught well across subjects and overall, in English and mathematics, teaching was good.

10. Teachers have good knowledge and understanding of the subjects they teach and make good use of technical vocabulary. The result is that pupils learn to use the correct terms and their meanings very effectively; in science in Year 2/3, they described how vibrations made sound and in Year 5/6 the teacher challenged pupils to explain their reasoning to improve their scientific thinking and vocabulary. In Year 1/2 in mathematics,

pupils named the attributes of two-dimensional shapes using the correct mathematical language and in Year 4/5 they used the terms 'mean, mode and median' when learning about graphs. Also in Year 4/5 in religious education, they used and understood the term 'parable'. In literacy lessons, pupils used the correct terms consistently from Year 1 to Year 6. Pupils in Year 1 understood the term 'author' and pupils in Year 6 used terms such as 'synonyms, antonyms and similes' correctly. Teachers teach basic skills well; in religious education in Year 4/5 the literacy skills of writing a letter was well linked to work on the parable of the prodigal son. In the reception, every opportunity was used to reinforce counting, for example, when children were counting the number of young animals in the illustrations of 'Dora's Eggs'.

11. Teachers have high expectations for academic standards and for pupils' behaviour shown by the challenge they provide for the high attainers and their skilful questioning which probes pupils' understanding. Pupils respond by trying very hard to succeed. In literacy in Year 5/6, the teacher's good questioning assessed pupils' understanding of two contrasting stories of the creation from Greece and Norway. From their geographical knowledge of the position of the two countries on the globe, pupils made connections between the climate and cultures in both countries. Further questions from the teacher facilitated their understanding of the effect of the two different cultures on people's beliefs in how the world was made.

12. Teachers use a good balance of class teaching, discussion, explanation and activity for pupils. They deploy their support staff well, make good use of well-chosen resources for the lesson and lessons proceed at a good pace. Pupils respond to the good pace by working productively at a suitable pace. In mathematics in Year 4/5, the lesson progressed at a brisk pace throughout and a good range of resources ensured a very good response from all pupils. Very good learning took place because the teaching was carefully directed to developing new skills in the use of graphs.

13. Pupils' own knowledge of their learning and ways in which they may improve their work are satisfactory. During lessons, teachers discuss and mark work with pupils individually which gives good support to pupils in their knowledge of their own learning and how to improve. Written marking is unsatisfactory as it usually consists of ticks and a comment that praises the pupil. Examples of written marking that evaluate the work and ask questions to improve it are rare. Teachers' records of reading are similar; they record work that has been covered and comments are made on pupils' attainment and progress but they are usually praise with few diagnostic comments to help to improve the pupils' reading skills, particularly for those with difficulties. There are also missed opportunities for pupils to know how to improve their work in their annual reports to parents as teachers do not identify future targets to help pupils to know how to improve.

WHAT COULD BE IMPROVED

The effectiveness of strategic planning and the management of the professional development of staff to support the high standards.

14. While the school has good staffing levels, good accommodation and very good resources, its strategic planning is weak. The last inspection report criticised the school for the poor quality of its development planning and the contribution the plan made to the strategic view of the school's future; there has been limited improvement. The current plan does not enable the governors to provide a clear sense of direction for the school. It lacks detail; it links with the local education authority's programme of improvement, now covers

five terms rather than a year and the financial implications of the curricular priorities have been costed. However, the plan lacks a good overview of the school's future development in aspects other than curriculum, and is not linked sufficiently to the financial implications of the budget. The school has a large financial reserve of over a third of its budget, likely to grow to over 40 per cent next year. Although the governors intend to spend most of the money on repairing and improving the building, the school does not have any details in its school development plan for the use of this reserve for the benefit of pupils' education. The plan does not identify any criteria upon which to judge the success of the initiatives or identify the person responsible for any action to be taken. Consequently, it does not relate to raising standards for pupils nor provide opportunities for professional development for staff through delegated responsibilities. The criticism in the last inspection that the plan should include procedures for monitoring and evaluating the school's work has not been fully addressed.

15. There are close working relationships between members of staff and most curricular developments are undertaken as a whole staff. Responsibilities for the co-ordination of each key stage are managed jointly by the two teachers who teach in each key stage. However, most subjects, including English and mathematics, do not have co-ordinators to lead the development of the subject. In information and communications technology where the deputy leads as co-ordinator, her guidance and support to colleagues has a positive impact on the quality of the curriculum, particularly at Key Stage 2. As a result the positive features of the co-ordination of information and communications technology are not available in most other subjects. Again, too, the opportunity for professional development through delegated responsibility is missed. Other teachers have few opportunities for responsibility delegated to them and opportunities to attend training courses are shared amongst the staff. The informal procedures for reviewing teachers' performance are unsatisfactory, as they are not sufficiently rigorous. The headteacher has an annual informal meeting with each teacher to appraise their work and review their performance. As this review is not based upon the headteacher's observation of their teaching, the targets for their professional development are based largely on the teacher's own perceptions of her strengths and weaknesses. The school has no formal procedures for the induction of new staff as most of the teachers have worked at the school for many years. The headteacher has realised the need for formal induction procedures as a new teacher is due to start at the school next term.

16. The school currently achieves high standards despite the limited opportunities for teachers to enhance their professional development through delegated responsibilities. The teaching staff is happy with the present informal arrangements because they do not wish to gain promotion or move from the school. However, systems are not securely in place if, in the future, new teachers to the school may wish to improve their personal leadership or management skills. Similarly the limited strategic planning means that the school does not have a clear agenda for all aspects of its future direction related to the budget or the improvement of pupils' standards.

The effectiveness of the monitoring of the school's performance, especially teaching, to identify what does or does not work well in lessons and improve learning and standards even further.

17. The school successfully monitors pupils' performance and takes effective action in raising standards through its analysis of results of school and National Curriculum tests and monitors and evaluates pupils' work regularly as a staff and within the local cluster of schools. The school deploys classroom assistants and uses 'booster' money to support pupils who need early intervention to raise their literacy and numeracy skills so that they

may attain the average levels at the age of eleven. From the predicted results of individual pupils, the school has set realistic targets for pupils' performance at the end of Year 6 for 2000 and 2001.

18. Despite the school's strong financial position, the headteacher is a class teacher for 70 per cent of the week to the detriment of her management role. She has not monitored the quality of teaching in the school nor teachers' planning, consequently, she is not aware of the impact of teaching on learning or the weaknesses in teachers' planning. She does not know what is particularly effective and where there are weaknesses and how the good teaching could be improved to raise pupils' standards even higher. As teaching is mainly good, further improvements require individual teachers to refine aspects of their own work rather than making radical changes. The lack of monitoring of teaching also has an unsatisfactory impact on teachers' professional development, as the headteacher is unable to focus any discussions about teachers' performance on her observations of them at work in the classroom.

19. The governing body has not set up any formal procedures for monitoring the school's performance; they rely on their observations when members of the governing body help teachers in the classrooms, reports from the headteacher and other staff, pupils' performance in national tests results and the absence of parental complaints. Although they are very committed to the school and are very supportive of its work, they do not fully discharge their roles in holding the school to account for the standards and quality of the education it achieves and as a critical friend to the school. They have not fulfilled their responsibilities for implementing the action plan to improve the weaknesses from the previous inspection sufficiently. They have not monitored the school's progress through the action plan and have not reported on any progress made to the parents regularly in their annual report.

20. Currently the school achieves high standards because of the talents of individual teachers. The danger is that without secure monitoring systems, standards could drop should staff or circumstances change. It is difficult to introduce management systems once standards have started to drop and it is better to have supportive systems in place permanently. While teaching is often good and occasionally very good, within it there are weaknesses. The weaknesses in the school's management systems mean that any deficiencies are not addressed sufficiently, consequently, there is a limited impact to improve teaching and hence standards further.

Teachers' lesson planning in order to improve pupils' learning further.

21. Teachers' planning of their lessons is satisfactory. However, it is brief and lacks detail including clear objectives for the lesson. Within their planning, teachers plan activities that match pupils' prior attainment well for each group in the mixed age classes. In most lessons, the high attainers are challenged appropriately and the work set for the few pupils with special educational needs matches their needs well and they make good progress in their learning. In literacy in Year 1/2, for example, the extension activities provided for the higher attainers in Year 2 challenged them to write independently to a high standard for their age. However, teachers do not identify precise learning objectives for each group of pupils. Consequently, teachers cannot share their learning objectives with pupils so that they know the aims of the lesson too. Occasionally this lack of thorough planning of clear specific aims for pupils' learning means that teachers are facilitating groups rather than directly teaching specific skills so pupils do not make as much progress as they could. The targets within individual educational plans for pupils with special educational needs are too broad, for example, 'additional blends for phonics, number bonds, increase accuracy of

spelling'. They are not focused clearly enough on learning objectives for these pupils to overcome their specific difficulties and to improve their learning. The broad targets also mean that progress cannot be measured accurately when targets are reviewed.

22. Teachers rarely plan time for a plenary to monitor and assess the work of some of the pupils and most lessons finish abruptly when pupils clear away for a break time. This means that pupils miss an opportunity to reflect upon and explain what they have learned to clarify their own thinking and it is difficult for pupils to know what improvements they should have made during the lesson. Equally, the teacher misses an opportunity to re-emphasise teaching points, to clarify misconceptions, to develop an atmosphere of constructive criticism and to provide feedback and encouragement to pupils. As a consequence, pupils miss opportunities to develop skills in evaluating their own work.

23. The four-year-olds are taught within a class of reception and younger pupils from Year 1. The planned curriculum for the four-year-olds is not matched sufficiently closely to the areas of learning and does not provide enough practical experiences and imaginative play to meet the needs of children in the foundation stage. Planning does not ensure a seamless transition from the areas of learning to the subjects of the National Curriculum and is based on a simple map of the topic with no clear objectives for learning within the activities planned for each group of pupils. The classroom is uninspiring for the early years and is dominated by a large piece of apparatus intended to enhance pupils' physical development and imaginative play. This apparatus hides the remaining role-play area, which is not changed regularly, does not match the theme of the topic and is not used sufficiently to extend pupils' personal, social and emotional development, language and creative development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. The school should now:

- (1) improve the effectiveness of the quality of strategic planning and the professional development of staff by:

improving the quality of the school's planning for its future development by including all aspects of its developments and their financial implications, by identifying criteria for success that relate to pupils' standards and by delegating responsibilities to staff to aid their professional development and hence teaching;

introducing rigorous procedures for the induction of new staff, for teachers' professional development and for managing the review of their performance based on observation of their classroom practice;

- (2) introduce a programme of monitoring of the school's performance, particularly in teaching and planning, by the headteacher and governors to:

focus on the impact of teaching on learning to improve pupils' standards further;

use the information from the monitoring to improve the quality of teachers' planning and written marking across the school to improve pupils' own knowledge of their work and how they may improve it;

enable the governors to fulfil their roles more effectively and to discharge their statutory obligations to implement, monitor and report to parents on their progress with the action plan from the inspection;

- (3) improve teachers' lesson planning by:

identifying clear objectives and a time for a plenary in teachers' lesson plans;

improving the planning of work for four-year-olds to ensure that it is based on practical experiences and uses imaginative play sufficiently to extend pupils' personal, social and emotional development, their language and creative development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	5

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	67	27	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)	127
Number of full-time pupils eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	7

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	5
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.0
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	12	6	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	11
	Girls	6	5	5
	Total	17	15	16
Percentage of pupils at NC level 2 or above	School	94 (100)	83 (100)	89 (69)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	12	11
	Girls	5	6	5
	Total	14	18	16
Percentage of pupils at NC level 2 or above	School	78 (94)	100 (94)	89 (100)
	National	82 (93)	86 (100)	87 (90)

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	5	8	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	7	6	8
	Total	12	11	13
Percentage of pupils at NC level 4 or above	School	92 (100)	85 (93)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	7	6	7
	Total	12	11	12
Percentage of pupils at NC level 4 or above	School	92 (79)	85 (86)	92 (93)
	National	68 (65)	69 (65)	75 (72)

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	117
Any other minority ethnic group	0

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)	5.4
Number of pupils per qualified teacher	23.5
Average class size	25.4

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	60

FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	255,214
Total expenditure	266,182
Expenditure per pupil	2,295
Balance brought forward from previous year	107,129
Balance carried forward to next year	96,161

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	128
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	4	0	0
My child is making good progress in school.	62	37	0	0	1
Behaviour in the school is good.	79	20	0	0	1
My child gets the right amount of work to do at home.	34	53	8	0	5
The teaching is good.	75	24	0	0	1
I am kept well informed about how my child is getting on.	26	47	20	3	4
I would feel comfortable about approaching the school with questions or a problem.	59	36	5	0	0
The school expects my child to work hard and achieve his or her best.	83	17	0	0	0
The school works closely with parents.	25	55	20	0	0
The school is well led and managed.	74	25	0	0	1
The school is helping my child become mature and responsible.	68	32	0	0	0
The school provides an interesting range of activities outside lessons.	11	17	28	28	17

Other issues raised by parents

Twelve parents made further comments on the reverse of the questionnaire form. Most of the opinions expressed are reflected in the questionnaire responses summarised above.