

INSPECTION REPORT

MORTON PRIMARY SCHOOL

Morton, Alfreton

LEA area: Derbyshire

Unique reference number: 112596

Headteacher: Mr J Harrop

Reporting inspector: Mrs Anne Johns
18579

Dates of inspection: 8 – 10 May 2000

Inspection number: 186488

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Main Road Morton Alfreton Derbyshire
Postcode:	DE55 6HH
Telephone number:	01773 872360
Appropriate authority:	Governing body
Name of chair of governors:	Mr D S Keeton
Date of previous inspection:	6 – 8 November 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mrs Anne Johns	Registered inspector
Mrs Pat Edwards	Lay inspector
Mr David Morgan	Team inspector

The inspection contractor was:

Full Circle
The Brow
38 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
<p>Pupils make good progress at Key Stage 2 and many achieve standards in English and mathematics which are above average in national tests for pupils in their final year. This is a result of very effective teaching of literacy and numeracy in Key Stage 2.</p> <p>The headteacher, assisted by a dedicated staff, provides very strong and effective leadership.</p> <p>The school has an excellent ethos that strongly supports learning and is reflected in the very good provision for spiritual, moral, social and cultural development.</p> <p>Relationships in the school between pupils, and pupils and all adults, are excellent. This fosters a strong commitment to learning, very good behaviour and very positive attitudes to school. The quality of relationships has a very significant impact on the standards of work attained.</p> <p>There is a wide range of learning opportunities, which includes an extensive choice of activities outside lessons, and often involves strong support from parents and the local community.</p>	
WHAT COULD BE IMPROVED	14
<p>The governing body has not developed effective strategies to check whether plans for school improvement are working properly or to monitor the curriculum and standards.</p> <p>The monitoring and evaluation of lessons and samples of work are not fully effective. The information from monitoring is not always used to ensure the quality of all teaching and learning is raised to the level of the best.</p> <p>Learning objectives are not clearly and consistently identified in lesson plans, which can lead to insufficient challenge.</p>	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school, which is situated in a former mining village, is smaller than average in size. There are 100 boys and girls aged four to 11 on roll. The number on roll has increased since the last inspection, with about 19 per cent of pupils attending from out of the area. Pupils come to the school from a range of backgrounds. There are four classes in the school, including a reception class. In all classes, except reception, there are two year groups. The average class size is 25. Most children have had some pre-school experience prior to attending school. They join the school at the beginning of the term in which they are five. Attainment on entry to the school is about average although, in the current intake of 13, it is above average. At the time of the inspection there were no children aged under five in reception. There is a stable village community but the area has also seen a lot of social change, for example, with the closing of the coal mine.

The number of pupils entitled to free school meals is about 12 per cent, which is broadly average. The number of pupils with special educational needs is well below the national average. There are currently no pupils who speak English as an additional language.

HOW GOOD THE SCHOOL IS

Morton Primary is a very effective school that is committed to high standards and continuous improvement. The overall quality of teaching is good which fosters high standards, both educationally and socially. There is an excellent ethos and pupils develop as well balanced, thoughtful and caring young people. The headteacher and all the staff create a stimulating and supportive learning environment. Morton Primary School is a very good place in which to learn. Pupils make good progress and several pupils achieve high standards especially in English and mathematics. The school provides very good value for money.

What the school does well

- Pupils make good progress at Key Stage 2, and many achieve standards in English and mathematics which are above average by Year 6. This is the result of the very effective teaching of literacy and numeracy in Key Stage 2.
- The headteacher, assisted by a dedicated staff, provides very strong and effective leadership.
- The school has an excellent ethos that strongly supports learning and is reflected in the very good provision for spiritual, moral, social and cultural development.
- Relationships in the school between pupils, and pupils and all adults, are excellent. This fosters a strong commitment to learning, very good behaviour and very positive attitudes to school. The quality of the relationships has a very significant impact on the standards of work attained.
- There is a wide range of learning opportunities, which includes an extensive choice of activities outside lessons, and often involves very good support from parents and the local community.

What could be improved

- The governing body has not yet developed effective strategies to check whether plans for school development and improvement are working properly or to monitor the curriculum and the standards attained.
- The monitoring and evaluation of lessons and samples of work are not fully effective. The information from monitoring is not always used to ensure that the quality of all teaching and learning is raised to the level of the best.
- Learning objectives are not always clearly and consistently identified in lesson plans, which can lead to insufficient challenge.

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 November 1995. Overall it has made good improvement and sustained its best features. Standards of achievement at the end of both key stages, when compared to the national average, show an upward trend over the last three years. The results achieved by pupils in the national tests at 11 in 1999 were above the national average in English and science and well above in mathematics. In the last inspection there was some underachievement in Key Stage 2. Class restructuring and reorganisation have addressed this. There are now four classes, with a maximum of two year age groups in each class. The study of world religions has been successfully addressed. The school hall has been improved and the floor levelled. The problem of storage still exists and overall space is very limited. The school has introduced procedures for monitoring and evaluating its work, although these still need to be more structured. The last inspection indicated that learning objectives needed to be clearer. There is still work to be done with regard to consistently setting clear and precise learning objectives in all lessons. The school is very well placed to continue its drive for even higher standards.

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	D	C	B	C	well above average A above average B average C below average D well below average E
Mathematics	C	A	A	A	
Science	C	A	B	D	

Pupils attain above the average national standards at 11. In comparison with similar schools, they achieve standards which are well above average in mathematics, are similar in English and below average in science. There has been an upward trend in standards over the last three years. In 1999, the school exceeded its targets for the percentage of pupils achieving Level 4 in each subject and this represented good progress from the end

of Key Stage 1. Targets set by the school are realistic and continue to recognise the need to maintain and improve standards. The number of pupils in each cohort is quite small which has an impact on results. Current standards in Year 6 in the core subjects appear slightly lower than last year, although they are still above average overall. The school succeeds in ensuring each individual works hard and achieves his or her best. In science, the school has focused on improving investigation skills, which has had a positive impact. The knowledge and understanding of “fair testing” are less secure with younger pupils. Attainment on entry is wide ranging but overall it is broadly average. Judging from the work seen during the inspection, standards by five in the current reception class are better than expected nationally at five in English and mathematics.

Standards in last year’s national tests at the end of Year 2 were well above average in mathematics, and average in reading, writing and science. When compared to similar schools, standards in mathematics were above average and in reading and writing were well below average. Inspection evidence indicates that current standards are about average. The number in last year’s Year 2 was only ten, which has a significant impact when comparing results with other schools and from year to year. The school is aware of areas for development and is currently focusing on extended writing skills. This is having a positive impact. The use of literacy and numeracy skills is very well established in Key Stage 2. There is still the potential to stretch and challenge higher attaining pupils further at the end of Key Stage 1.

PUPILS’ ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, are eager to learn and most settle quickly to their work and concentrate very well. They take pride in their achievements.
Behaviour, in and out of classrooms	Throughout the school behaviour is generally very good. Pupils show a high level of consideration for others. They work and play together effectively and are thoughtful, courteous and polite.
Personal development and relationships	Very good. Pupils willingly accept responsibility. They have excellent relationships with each other and with all staff.
Attendance	Good. The pupils are keen to come to school.

The behaviour of older pupils is exemplary and therefore there is a calm and yet busy working environment. The excellent relationships which exist have a very positive impact on learning as there are high levels of mutual trust and respect.

TEACHING AND LEARNING

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

All the teaching was satisfactory or better, of which 33 per cent was very good, 47 per cent was good and 20 per cent was satisfactory. The quality of teaching and learning is good overall, with a significant amount of very good teaching in Key Stage 2. This has a very positive impact on standards. In reception, activities including purposeful play, challenge and motivate the children's interests. The quality of the teaching in literacy and numeracy is satisfactory in Key Stage 1 and very good in Key Stage 2. Where standards of teaching are lower although still satisfactory, it is because expectations are not so high, pace is slower and learning objectives are not clearly identified. Pupils with special educational needs are well supported through the teaching throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school plans effectively for breadth and balance and to ensure the needs of pupils in mixed-age classes are adequately met. There is an impressive range of extra-curricular activities, which are used well to enrich and extend learning.
Provision for pupils with special educational needs	The school has effective systems to identify pupils with special educational needs and they make good progress.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good provision. This is a significant strength of the school. Adults provide very good role models. Pupils develop a very clear understanding of right and wrong and of how to work and play in harmony. The provision for spiritual development is evident not only in acts of collective worship but also in other curriculum areas.
How well the school cares for its pupils?	Pupils receive a high level of care and support. Teachers know the pupils very well. Health, safety and child protection are effectively managed.

Pupils are very happy and secure. They feel well cared for and that teachers know them well. In discussion, children said they felt a sense of belonging and were valued as individuals. The parents and local community play an important part in enriching the curriculum. Assessment is regular and procedures to track progress have been introduced and are beginning to have a positive impact.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very strong and purposeful leadership and is very well supported by the deputy headteacher and all staff. There is strong teamwork and all staff share a common goal to improve and raise standards

	further. Co-ordinators play an important part in the management and leadership of the curriculum. Day-to-day procedures for the management of the school are good.
How well the governors fulfil their responsibilities	The governors do not currently fulfil all their responsibilities. They are loyal and interested in the school but have not developed effective strategies to check whether plans for improvement and development are working well.
The school's evaluation of its performance	A programme for monitoring teaching and learning is in place, but it is not sufficiently structured to clearly identify and analyse what works well and why this is so.
The strategic use of resources	Effective use is made of specific grants. Staff are well deployed to support pupils' learning. Space for storage is very limited, but staff make the best use of the available space.

The leadership is a strength of the school and there is a clear vision for the future. The principles of best value have been recently introduced and are being developed by the governors. Most governors realise that their role has changed and needs to be developed in order to monitor the school's strengths and areas for improvement and then set development priorities.

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 staff are dedicated, experienced and have much expertise. They work very hard to help children achieve high standards both academically and socially. • There is a stable and happy school environment and children enjoy coming to school. • Parents feel very welcome in school and their opinions are valued. They are kept well informed. • Parents are pleased with the National Curriculum Standard Assessment Test results, particularly at the end of Key Stage 2. • Behaviour is very good, both in and out of school. Children are considerate and caring about each other. • There is good encouragement for reading skills. 	<ul style="list-style-type: none"> • Some parents are concerned about the condition of the mobile classrooms.

The inspection team agrees with parents' positive views. The lack of ventilation in one mobile classroom on a warm afternoon made it feel quite oppressive. About one third of questionnaire replies indicated that a minority of parents felt children did not get the right amount of work to do at home. The amount of homework is similar to other schools and is

consistent with government guidelines and was judged to be appropriate by the inspectors. Most pupils appeared to enjoy their homework, especially when it provided a challenge.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress at Key Stage 2 and many achieve standards in English and mathematics which are above average in national tests for pupils in their final year. This is the result of very effective teaching of literacy and numeracy in Key Stage 2.

1. The results of the 1999 national tests for 11 year olds were above the national average in English, mathematics and science. In mathematics they were well above average. When compared to similar schools, standards in mathematics were well above average, they were similar in English and below in science. Standards in all subjects have improved over the past four years. Inspection evidence indicates that standards are still above average overall. The school has identified the need to improve extended writing throughout the school and is tackling this issue successfully by allocating extra time to it. In Year 6 pupils' writing is of a good standard and they use a variety of approaches to their written work including stories, letter writing and poetry. Analysis of their writing indicates they are making good progress in developing the skills needed for extended writing. In mathematics they are confident at using paper and pencil methods in all four operations and can apply this to fractions and percentages. The school has concentrated on improving investigation skills in science and this has had a positive impact. Younger pupils are less confident in understanding what is a "fair test".
2. Teaching of literacy and numeracy in Key Stage 2 is often very good and this has a significant impact on the standards. Pupils respond extremely well to the appropriate but brisk pace and the level of challenge. There is a high level of challenge and individual encouragement. Learning objectives are clearly explained to the pupils and there is a valuable session at the end of the lesson when the main teaching points are reinforced. The teachers enjoy their work and are often an inspiration to their pupils. Pupils respond very well to the good sense of humour. In an assembly, which had some excellent teaching, the pupils were riveted in their attention and later could recall in detail what the assembly was about. In a very good mathematics lesson with Year 3 and Year 4, work was explained clearly to the pupils who then concentrated well and achieved high levels. A strong feature of the high standards and good teaching is that the teachers know the pupils very well and give constant positive encouragement, which increases their confidence. A very clear emphasis is given to the teaching of literacy and numeracy within a broad and balanced curriculum. There are good opportunities to extend and reinforce literacy and numeracy in other subjects, for example in science when work is recorded in data and charts. The pupils' achievements are also due to careful planning and the targeting of work in Key Stage 2. Standards Fund Grants have been used well to provide additional teaching for Year 6. In a lesson during the week before the national tests were taken, pupils in a "booster class" for literacy were taught very effectively and made good progress in their knowledge and understanding of the subject and also exam technique. Several pupils commented that the classes had been very useful and that they and the teacher had enjoyed them.
3. The results for seven year olds in the 1999 national tests in reading and writing were not as good as for the older pupils, although they were above average in mathematics. In reading and writing and science they were about average. In comparison with similar schools, results in reading and writing were well below

average. There were only ten pupils in the cohort, which must be taken into account when comparing results. Inspection evidence indicates that standards are about average in the core subjects. In reading most pupils can use various methods in helping to establish the meaning of a new word. They read with confidence and enjoyment, and discuss the book they are reading. In their writing most know when to use capital letters and full stops and their writing contains some interesting vocabulary. Most writing is consistent in size although no pupils use joined up writing. In reception, children recognise letters and the sounds they make and several can already do their own unaided writing. They have made good progress since starting school. There is good use of purposeful play to extend numeracy and literacy skills through play. In "The Vets" children make appointments and write notes about the different pets.

4. The quality of teaching overall is good with all teaching being at least satisfactory; 33 per cent is very good; 47 per cent good and 20 per cent satisfactory. Teaching is good in reception, and very good in Key Stage 2, which is a big improvement from the last inspection. It is satisfactory in Key Stage 1. Expectations are not as high in some lessons in Key Stage 1 and the pace is slower. Teachers do not always identify the learning objectives, which can lead to lack of challenge and has a negative impact on pupils' achievement.
5. Since the last inspection the school has developed useful systems for assessing pupils and has begun to track their progress, identifying more clearly what they need to do next. The teachers have a thorough understanding of the levels of work expected by the pupils and what each child should achieve. An important factor in the high standards at the end of Key Stage 2 is that pupils know exactly what is expected of them and that pupils are motivated to do well in a stimulating learning environment where they feel valued and secure.

The headteacher, assisted by a dedicated staff, provides very strong and effective leadership.

6. The headteacher provides very strong and effective leadership and has established a clear vision for the future. Under his leadership the school works very successfully towards shared common goals. The headteacher is very well supported by the dedicated and hard working deputy headteacher and all staff. Parents strongly support this point of view. There are high expectations of behaviour and attainment and a constant striving for improvement. This is evident in the standards of pupils' work, presentation, behaviour and positive attitudes to learning.
7. Systems to track pupils' progress through school have been introduced and these enable appropriate targets to be set. The headteacher works hard to ensure that the school's aims are met. He recognises the strengths of the school and areas that need to be improved, such as extended writing, and motivates staff and children to succeed. Issues are dealt with in a systematic and thorough way with frequent consultation. The school development plan is clear and sets out the development of the school for the current year with financial implications.
8. A strength of the leadership and management of the school is the way in which members of staff work closely together and give each other valuable support. The school development plan is produced with thorough consultation between staff. The school secretary efficiently administers the finances and ensures day-to-day

procedures run smoothly. The headteacher ensures that all members of staff are valued members of the team and that they know exactly what is expected of them. The headteacher has a teaching commitment for four days per week, but he nevertheless ensures that any agreed weaknesses that have been identified are addressed conscientiously and effectively. The questionnaire response and discussion with pupils indicate that the headteacher is much respected and admired by the pupils and parents.

The school has an excellent ethos that strongly supports learning and is reflected in the very good provision for spiritual, moral, social and cultural development.

9. This is a strength of the school. The school is a welcoming, friendly and stimulating place where each individual is valued and there are high expectations. Provision for spiritual development is very good. There is provision not only in daily assembly but also in a range of lessons when the opportunity to explore feelings, debate issues and appreciate the wonder and mystery of life is explored. The school has regular visits from the local vicar and other clergy. An important annual event is the performance of the Easter story around the village.
10. The school teaches the principles that distinguish right from wrong and all staff work hard to foster values of fairness, honesty, truth and justice. During the inspection the headteacher led an excellent assembly about Nelson Mandela which emphasised these qualities. The very lively and interesting way in which the assembly was presented had a marked impact on the pupils and helped them reflect on the social and moral problems involved.
11. The pupils' social development is promoted very strongly. Children in reception quickly learn to carry out classroom tasks and to work well with others in their class. In all classes pupils are encouraged to help each other and to work co-operatively at times. After school activities provide very good opportunities for pupils to co-operate in team games and to compete against other schools. Residential visits for the older pupils successfully foster good social skills. At playtime older children often care for the younger ones. The strong links with the community also make a significant contribution to social development.
12. There is very good provision for cultural development through careful lesson planning and visits and visitors to the school. Through much of their work pupils are introduced to their own culture and that of others from different backgrounds. In religious education and assemblies pupils show awareness and respect for other cultures. An issue in the last inspection was lack of coverage of world religions. This has now been rectified as pupils study world religions and have a good understanding of life in a multi-faith society. Pupils have opportunities to listen to a range of music, to perform, sing and play a variety of instruments.
13. The excellent ethos, and very good provision for spiritual, moral, social and cultural development has a very positive impact on standards. Pupils learn in a secure and caring environment where each individual is valued and respected.

Relationships in the school between pupils, and pupils and all adults, are excellent. This fosters a strong commitment to learning, very good behaviour and very positive attitudes to school. The quality of relationships has a very significant impact on the standards of work attained.

14. A calm, warm and welcoming atmosphere pervades the school, which is generated by the excellent relationships at all levels. This is one of the many strengths of the school. The pupils' behaviour during lessons, when moving around the buildings, during mealtimes and in the playground is very good. Space is at a premium and so this good behaviour is especially important. All pupils relate well to each other. They understand what is expected of them and they respond willingly to the agreed school rules. Pupils respect each other and they are polite and friendly to visitors. They value and care for the school's and other people's property. There is emphasis on high levels of care and consideration for others and all members of the school value each other and share in each other's success.
15. Pupils have very good attitudes to their work, which has a positive impact on standards of work and the quality of learning. They are keen and interested and eager to do their best. Pupils enjoy coming to school; they are highly committed and enjoy lessons. During discussions with a range of pupils, their enthusiasm and very positive attitudes were clearly evident. They are proud of their school and their achievements. They are keen to talk about their work and their interests. They have good levels of concentration, apply themselves well to their learning and are very well motivated. In a Year 3 and 4 mathematics lesson, immediately the objectives and the task had been explained, the pupils were extremely eager to start the work and they set themselves a time challenge. Parents agree that the attitudes and values promoted by the school have a very positive impact on their children. All staff in the school set very good role models for the children and provide a high level of care and support.

There is a wide range of learning opportunities, which includes an extensive choice of activities outside lessons, and often involves strong support from parents and the local community.

16. There is an important focus in the school on literacy and numeracy, but the school is also successful in providing a broad and balanced curriculum that is interesting and relevant. Consequently, pupils are keen to continue research at home and return to school wanting to share their new information. A range of extra-curricular clubs and the opportunity to learn a range of musical instruments enhances the curriculum.
17. Parents give high quality support and help in a variety of ways. They are fully involved and warmly welcomed into school. The school values the very positive contribution which parents make to school life. They work in school by cooking with groups of children, hearing reading or helping in classes in other ways. They support their children very effectively with homework. This has a very positive effect on standards. Parents raise funds for the school and some join the staff and children on residential visits.
18. The local community values the school, which is a focal point for the village. The school is an integral part of village life with events such as Harvest festival, the Christmas Carol Service and Easter Story, which is performed around the village. The village community is proud of the school and offers excellent support to the school for example with high attendance for school events, and by sharing knowledge, skills and expertise.

WHAT COULD BE IMPROVED

The governing body has not developed effective strategies to check whether plans for school development and improvement are working properly or to monitor the curriculum and standards.

19. The governing body is loyal and supportive of the school and some governors help regularly in the school. Governors are pleased with the standards and the ethos of the school. However, they are not fulfilling all their responsibilities, for example by formulating and monitoring the school development plan and regularly evaluating the progress toward improvement. They are not sufficiently involved in deciding the school's priorities, target setting and monitoring the curriculum. There is not a regular programme for governors to visit classes to help them be aware of what is happening in school and what is working well. They have not developed effective strategies such as using published data and test results to identify trends and areas for improvement.
20. Most governors realise that their role has changed. Until recently, there was very little involvement in monitoring the school's finances, but a committee has recently been formed which will check the finances each month and report back to the whole governing body.

The monitoring and evaluation of lessons and samples of work are not fully effective. The information from monitoring is not always used to ensure the quality of all teaching and learning is raised to the level of the best.

21. Since the last inspection the school has introduced the monitoring of some lessons, particularly in literacy and numeracy. The co-ordinators have given some useful feedback to staff. The monitoring now needs to be more structured and focused on specific teaching skills in order to ensure that more teaching is very good.
22. There is a significant amount of very good teaching and expertise in the school. The most successful teaching has a brisk but appropriate pace and the teachers have high expectations. In the less successful lessons the pace is slower and expectations lower. In some lessons there is not a session at the end to reinforce and extend the learning. The opportunities to share the best practice and build upon it are not sufficiently developed. Better use needs to be made of the information gathered in the evaluation of lessons and samples of work, by focusing on specific targets for improvement, for example, the final plenary session of a lesson.

Learning objectives are not clearly and consistently identified in lesson plans, which can lead to insufficient challenge.

23. The most successful lessons have clear and precise learning objectives in the planning which are explained clearly to the pupils. These objectives are easy to observe and to measure and help ensure that good progress is made. Where objectives are not clear and precise there is an occasional lack of challenge and pace and progress are slower.
24. This was an issue identified in the last report that still needs attention. The good practice which exists in the most successful lessons needs to be shared amongst all teachers. Most tasks are very well matched to ability level because the teachers know the pupils so well, but planning does not always make reference to tasks to match different age groups, or pupils with special educational needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. The headteacher, governors and staff school should now:

- (1) develop effective strategies to enable the governing body to fulfil their responsibilities by monitoring the curriculum and standards and checking whether plans for school development and improvement are working well;
- (2) raise the quality of all teaching to the level of the best, by sharpening the focus in the monitoring and evaluation of teaching and samples of work, and sharing the very good practice with all teachers;
- (3) ensure that all lesson plans have clear and precise learning objectives, which are clearly explained to the pupils and are well matched to each age group.

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	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	33	47	20	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)		100
Number of full-time pupils eligible for free school meals		12
<i>FTE means full-time equivalent.</i>		
Special educational needs		YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		6
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		2
Pupils who left the school other than at the usual time of leaving		2

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	5	5	10

National Curriculum Test results are not included for the end of Key Stage 1 as there were only ten pupils in the year.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	7	9	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	8	9	9
	Total	14	15	15
Percentage of pupils at NC level 4 or above	School	88 [82]	94 [88]	94 [94]
	National	70 [65]	68 [59]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	6
	Girls	8	9	9
	Total	14	16	15
Percentage of pupils at NC level 4 or above	School	88 [84]	100 [94]	94 [100]
	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	89
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)	4.0
Number of pupils per qualified teacher	25
Average class size	25.5

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	16

Financial information

Financial year	1998/99
----------------	---------

	£
Total income	164,412
Total expenditure	160,427
Expenditure per pupil	1,672
Balance brought forward from previous year	-3,113
Balance carried forward to next year	872

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	100
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	2	0	0
My child is making good progress in school.	58	42	0	0	0
Behaviour in the school is good.	36	64	0	0	0
My child gets the right amount of work to do at home.	31	53	13	2	0
The teaching is good.	62	38	0	0	0
I am kept well informed about how my child is getting on.	47	53	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	64	36	0	0	0
The school is well led and managed.	71	29	0	0	0
The school is helping my child become mature and responsible.	53	47	0	0	0
The school provides an interesting range of activities outside lessons.	40	47	2	0	11