

INSPECTION REPORT

ILAM CE(A) PRIMARY SCHOOL

Ashbourne

LEA area: Staffordshire

Unique reference number: 124337

Headteacher: Mrs R Shepherd

Reporting inspector: Mr P B McAlpine
21552

Dates of inspection: 12-13 July 2000

Inspection number: 186917

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
School category:	Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Ilam Ashbourne Derbyshire
Postcode:	DE6 2AZ
Telephone number:	01335 350316
Appropriate authority:	The governing body
Name of chair of governors:	Dr N Chambers
Date of previous inspection:	5 December 1995

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is very small. It serves a widespread rural community and caters for 64 boys and girls aged four to eleven years, organised into three mixed-age classes. No pupil is eligible for a free school meal. None are from minority ethnic backgrounds. Nine per cent of pupils are on the special educational needs register, which is very low and half the proportion found in most schools; one pupil has a statement of special needs. Nearly all pupils entering the school at age four have typical or better levels of attainment for their age, making standards on entry above average overall. The headteacher has a class responsibility and teaches almost full-time.

HOW GOOD THE SCHOOL IS

High standards are sustained from year to year. The teaching is good. The ethos promotes self-confidence and independence in learning and is friendly and welcoming. The headteacher firmly steers the educational direction of the school. Improvement since the previous inspection has been satisfactory overall. Effectiveness is typical of most schools. The cost of educating a pupil is well above average. On balance, the school provides good value for money.

What the school does well

- Standards are very high in English overall and in science; they have been consistently so since the previous inspection.
- Standards in reading are particularly high.
- The attitudes, personal, and social development of the pupils are very good, reflecting the good impact the headteacher and her staff have on the pupils.
- The headteacher and her staff, with the support of the governing body, have developed the internal and external areas of the school to create a child friendly, calm, welcoming environment that supports learning.

What could be improved

- Pupils who just achieve the expected national level in writing at age seven do not make enough progress in the juniors to repeat their achievement at age eleven; in mathematics, standards have been high until this year.
- The management of special educational needs is unsatisfactory.
- The arrangements for checking standards and the effectiveness of the curriculum remain undeveloped.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement has been satisfactory overall. High standards have been sustained between 1996 and 1999 in line with national improvements. The internal and external accommodation is much improved and provides an environment conducive to learning. The provision for information technology in particular is much better than it was. There is a new behaviour management policy and a strong emphasis on praise and rewards. The response of the headteacher and governors to the issues for action identified by the previous inspection has been selective. All curriculum documentation is now in place and reviewed regularly. A framework for termly and weekly planning has been adopted. Subject management responsibilities have been delegated and the coordinators appropriately involved in writing schemes and policies. The governors have formed a committee to write and oversee the school development plan; this has only occurred during the previous two years. Procedures for reviewing and checking the quality of planning, children's work and the teaching remain undeveloped; this partly reflects the shortage of time available to the headteacher for this type of management activity.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	A	A
mathematics	A	A*	A	A
science	A	A	A	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Year groups are small and results vary considerably from year to year because of this. The test results at age eleven were very good in the period covered by the table above. The 1999 test results were much higher than most schools. Compared to similar schools, the results were very good in English and mathematics, and good in science. The four-year trend, however, when results from all subjects tested are combined and annual variations smoothed out, was below the national trend, showing that other schools are catching up. There were no significant differences in attainment between boys and girls. The test results at age seven are equally as good as those at age eleven; the results in reading were in the top five per cent nationally for seven-year-olds.

The unconfirmed results for 2000 are not yet published but have been seen. The early indications of these results are that standards continue to be well above the 1999 national average at age eleven in English and science but are average in mathematics. Using 1999 benchmarks, the 2000 results are better than similar schools in English and science, though the difference is not as great as in 1999, and are well below the similar school average in mathematics. This adds to the overall picture that other schools are catching up.

The inspection evidence matches the test results for 2000. Overall standards in English are well above average, mainly because of pupils' high attainment in reading. Standards in mathematics are average, with a small group of pupils with very high attainment. Standards in science are very good. The achievement of the pupils is satisfactory overall and the high attainment on entry is generally sustained in each year group. There are exceptions in writing and mathematics, as pupils who only just attain the expected levels when aged seven do not make enough progress in the juniors to repeat the achievement at age eleven. The pupil with a statement of special educational needs is making satisfactory progress in relation to the difficulties experienced. The progress of other pupils on the special needs register is sometimes too slow.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to come to school. With few exceptions, they participate enthusiastically in lessons.
Behaviour, in and out of classrooms	Good. No inappropriate behaviour was seen.
Personal development and relationships	Very good. The pupils show good levels of initiative and independence in learning. They very willingly take responsibility, notice what needs to be done and do it, and readily plan and organise their work.
Attendance	Very good. Well above average and has improved since the previous inspection. Punctuality is good.

TEACHING AND LEARNING

Teaching of pupils:	Overall
Lessons seen overall	Good

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

The teaching is good overall; all of the teaching is satisfactory or better, including 60 per cent that is good. This is similar to the national picture and about the same as the previous inspection, although fewer lessons were seen than at that time.

Relationships between teachers and pupils are very good and this is a significant strength of the teaching. Basic skills are specifically taught and all pupils are involved in shared work through good quality management of questioning and discussions. The work has sufficient challenge to stretch most pupils. The management of the pupils is consistently good and high standards of behaviour are expected and attained. The teaching of literacy and numeracy is broadly satisfactory but the national Frameworks for these strategies are being implemented selectively and this is creating gaps in pupils' knowledge.

The planning appropriately identifies separate needs for each year group in a mixed age class, and this is an improvement since the previous inspection, but does not adequately separate the needs of high, average and low attaining pupils. In practice, the needs of high attaining pupils and the majority with typical attainment for their age are well met but the progress of pupils who struggle to meet national expectations in writing and mathematics is sometimes too slow.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The planning has improved since the previous inspection and meets requirements. There is a wide range of interesting and stimulating activities, especially in the non-core subjects. Extra curricular activities and educational visits considerably enhance the range.
Provision for pupils with special educational needs	Unsatisfactory. Shortcomings in the management are leading to inefficiency in the provision. The special needs coordinator does not have enough time to promote effective communication or maintain rigorous records.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Collective worship includes time for reflection. The systems for promoting an understanding of values and principles that underpin day-to-day decisions about conduct are good. The teachers make a virtue out of the limited space and lack of hall to promote the social skills necessary to live together in these circumstances. Cultural development is well extended through the study of famous artists, the choice of literature, and studies in history and geography.
How well the school cares for its pupils	Good. There is a strong emphasis on health and safety. Child protection procedures are appropriately in place and understood by all of the staff.

Statutory curricular requirements are met. The National Literacy and Numeracy Strategies have been implemented selectively and this is leading to gaps in the curriculum, especially in writing. The provision for information technology has recently been upgraded and is now good. The termly and weekly planning identifies what pupils will do but does not always identify clear learning objectives.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher firmly steers the educational direction of the school. She has a major class teaching commitment and this restricts her time for management. Delegation is satisfactory and teamwork is well developed.
How well the governors fulfil their responsibilities	Good. Governors are deeply involved. There is a full range of properly constituted committees. The individual expertise that governors have is well used. Relevant statutory requirements are met.
The school's evaluation of its performance	Unsatisfactory. No formal systems for monitoring the work of the school have been established.
The strategic use of resources	Satisfactory. The governors have a clear perception of the characteristics of the school. The school development plan is brief and short on specifics. Planning is nevertheless adequate and governors endeavour to obtain best value for money.

The accommodation lacks a hall for physical education and drama. The headteacher and the governors are concerned that this is having a negative impact on standards in physical education but it was not possible to check this during the inspection. Relevant and realistic improvements to compensate for the lack of a hall are identified in the school development plan.

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 good standards attained by the pupils. ▪ Children are treated as individuals and taught in a nurturing environment. ▪ Most parents think that the teaching is good. ▪ Nearly all parents think that links with parents and the community are good. 	<ul style="list-style-type: none"> ▪ A minority of parents are concerned with the quality of communication. ▪ Some parents think that reports do not contain enough comparative information. ▪ Several parents are concerned that inequalities arise when year groups are divided between two classes.

The inspectors agree with the positive views of parents. The quality of communication is satisfactory. Reports to parents do not contain comparative information except at the end of Year 2 and Year 6; this basic minimum provision is consistent with statutory requirements. There is no statutory obstacle to additional comparative information being provided at other times. At present, only the Year 2 cohort is split between two classes. There is no evidence that this practice is leading to inequality of provision.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are very high in English overall and in science; they have been consistently so since the previous inspection

1. Test results between 1996 and 1999 have been very good. At age eleven, the results over the previous four years were very high in English, mathematics, and science. On average over this period, the pupils reached national expectations in each subject tested about one year ahead of pupils in most other schools. During the four years, girls have slightly outperformed the boys but the difference is not significant. Both boys and girls did better respectively than boys and girls in other schools and their performance in mathematics was very high.
2. Year groups are small and results are not usually published when numbers fall below ten because of confidentiality. When numbers are low, results may vary considerably from year to year. In 1999, nine pupils were tested, with eleven in 2000. The four-year trend of improvement, when results from all subjects tested are combined and annual variations smoothed out, was below the national trend, showing that other schools are catching up.
3. The 1999 test results were higher than most schools. Eighty-nine per cent of the eleven-year-old pupils attained or exceeded the expected national level in English and science and every pupil did so in mathematics. In English and mathematics, almost half the pupils attained a higher national level and this proportion was much greater than most schools. In science, more than half the pupils attained a higher level. This, too, was above average. Compared to similar schools, the results in 1999 were very good in English and mathematics, and good in science.
4. The unconfirmed results for 2000 are not yet published but were seen during the inspection. The early indications of these results show that every pupil attained or exceeded the expected level in English, which is an improvement on 1999, and about one quarter of the pupils exceeded the level, which is down on 1999. These high standards in English reflect very high performance in reading rather than writing. Every pupil attained or exceeded the expected level in science, with about one third exceeding the level. In mathematics, the early indications are that about two thirds of pupils attained or exceeded the expected level, which is below the 1999 national average; one in five pupils exceeded the expected level, including one pupil with a very high score indeed. Using 1999 benchmarks, the early indications for 2000 are that the results overall are well above average in English and science, and average in mathematics. Compared to similar schools, using 1999 data, the 2000 results are better than these schools in English and science but well below average in mathematics. The differences in the results between 1999 and 2000 are significant in mathematics and not all of the difference can be accounted for as differences in the pupils' abilities.
5. Baseline assessment information shows that nearly all pupils enter the school with levels of knowledge in language, literacy and numeracy that are consistent with or better than the expectations for their age; this means that standards are above average overall. The teaching between the ages of four and seven effectively extends the knowledge of all pupils at the expected national rate, or faster than this, such that achievement overall is good. The 1999 test results at age seven were very high in reading, among the top five per cent nationally, and well above average in writing and mathematics. When compared with similar schools, the results at age seven are very high in reading and writing and above average in mathematics.
6. The achievement of the pupils in the junior year groups is satisfactory overall. Achievement in reading, for example, is good. Every pupil increased their attainment by the expected national rate and more than half did so at a faster rate. In previous years, achievement in mathematics was good and all pupils extend their attainment by the expected amounts. This year, achievement in mathematics is broadly satisfactory; several high attaining pupils have extended their knowledge and understanding by more than the expected amounts but those who just made the expected level at age seven did not repeat the achievement this year at age eleven.
7. The inspection evidence is consistent with the test results. Throughout the school, all but a few pupils are working at levels appropriate for their age in English and mathematics, which are the subjects looked at in detail in a short inspection. The small amount of evidence in science, information technology, and the other subjects shows that nearly all pupils are attaining levels that are consistent with national expectations and this makes overall standards good. In all lessons, the extent of learning is satisfactory or better and pupils extended their knowledge adequately. The pupils' work shows expected gains in knowledge over time in most subjects, although this is not

always the case in writing, or for some pupils in mathematics.

Standards in reading are particularly high

8. Attainment and achievement are very good. The early indications of the 2000 test results are that every eleven-year-old pupil attained or exceeded the expected national level in reading. This overall result alone is much better than most schools. Within this overall figure, a remarkable 82 per cent exceeded the expected level, which is very high indeed. The inspection findings are consistent with these early test results.

9. In class work, all eleven-year-old pupils are independent readers. They read worksheets, textbooks, dictionaries, thesauruses, CD-ROM printouts, reference books, stories and poetry independently and confidently, using a wide range of methods to work out unfamiliar words. Reading aloud is fluent and expressive. One boy, for example, read 'Journey to the Volcano' with good dramatic expression and appropriate pace. Discussions with pupils reveal that attitudes to reading and to books are very positive. Pupils choose books out of interest, have preferred authors and types of story, and make use of local public libraries for personal reading outside school. Library skills are well developed and pupils readily use reference and information books, and CD-ROMs and the Internet, independently for research purposes.

10. Analysis of National Curriculum test information shows that every pupil in Year 6 made or exceeded the expected progress, including more than two thirds who made the equivalent of five, six, and in some cases seven years progress during the four junior years. About half the pupils in the current Year 6 only just managed to attain the expected level in reading in 1996 when age seven but then went on to attain a higher than expected level at age eleven. This is very good achievement. School records based on standardised tests show a similar picture; nearly every pupil has a reading age that is equal to or higher than their actual age including more than half who are reading at a level that is two or more years ahead of actual age.

11. Baseline information shows that the four and five year old pupils currently at the start of their educational career have a knowledge of phonics that is particularly high, reflecting the good levels of parental involvement and support. Reading skills are effectively extended between the ages of four and seven. In 1999, for example, three quarters of the seven-year-old pupils exceeded national expectations, which was very high and in the top five per cent of schools nationally.

12. Parents are very pleased with the manner in which the school promotes reading. One parent said that her children hated reading when they entered school but that they were now avid readers. Discussions with parents and pupils and evidence from reading diaries shows that parents provide good levels of support with reading throughout their child's time at the school. Reading is strongly emphasised in the curriculum. In addition to the literacy hour, there are daily opportunities for shared reading with a partner and reading for information and instruction is an inherent part of nearly every lesson. Much of the teaching places a good emphasis on using books to obtain further information and resolve problems, on extending general vocabulary, and on spelling.

The attitudes, personal, and social development of the pupils are very good, reflecting the good impact the headteacher and her staff have on the pupils

13. The attitudes of the pupils to school and to learning are very good. They are keen to come to school. This is confirmed by the parents' responses to the questionnaire distributed prior to inspection, by the pupils' arrival and prompt involvement in school activities, their reluctance to leave at home time, and involvement in extra curricular activities. In discussions, one boy said that the school was twice as good as another that he had attended. Attendance is well above average and has improved since the previous inspection.

14. In lessons, the pupils respond conscientiously to the teachers and show good levels of respect and motivation. In an English lesson in the combined Year 5 and 6 class, the children had followed up the teachers' request for them to find unusual words linked to a specific theme at home and they enthusiastically offered contributions from their prepared lists to a whole class brainstorming session. In a good English lesson in the combined reception, Year 1 and Year 2 class, the pupils became very enthusiastic about Elmer the elephant, reflecting the good skill of the teacher in involving them, and willingly contributed their interpretations of the character's feelings and motives. In a good mathematics lesson in the combined Year 2, 3 and 4 class, the stratagem of asking pupils to identify a three-

dimensional regular shape, such as a cone or pentagonal prism, using the sense of touch only, and then describing the shape using correct terminology, elicited intense enthusiasm.

15. Parents like the way in which children are treated as individuals. The pupils are well involved in daily routines and show very good levels of independence, cooperation and initiative. A very good Year 6 assembly, for example, was organised and managed entirely by the pupils. A group of them selected a Bible story relevant to a school topic, planned straightforward role-play and characterisation to make the telling of the story come alive, and told the story in a way that promoted teamwork and a good corporate spirit among the class as a whole. In a satisfactory Year 6 science lesson, the pupils organised the collection of materials and equipment and busied themselves with the task, including access to a graphics program to help with a chart they were producing, with almost total independence.

16. Behaviour is good. All but a few pupils behave very well all of the time in lessons, at midday, and outside when at play. No pupil was seen misbehaving in any way. The pupils report no bullying or sexist behaviour. Parents at the pre-inspection meeting reported occasional instances of bullying; teachers had quickly remedied these. There have been no exclusions in the previous school year.

17. The teaching is generally good. Teachers set interesting work and have high expectations of the pupils' behaviour and their ability to work independently and these are the main reasons for the standards achieved. The pupils are clear about how they should behave. Relationships between the pupils and the teachers are good. The systems for rewarding good behaviour and achievement generally are appropriate and effective. Misbehaviour is anticipated and when things look as if they might go wrong the teachers step in and talk the issues through with the pupils concerned. The small size of the school is used well to promote close cooperation and support. A range of extra curricular activities enhances the opportunities for pupils to pursue interests and extend skills in specialist areas.

The headteacher and her staff, with the support of the governing body, have developed the internal and external areas of the school to create a child friendly, calm, welcoming environment that supports learning

18. Since the previous inspection, the headteacher and her staff, together with the governors and the parent-teacher association, have worked hard to improve the learning environment. The accommodation, although set in a very picturesque location, lacks a hall and, until recently, the teaching space was particularly cramped. Extension work has led to additional teaching space being added. The available space is used very effectively. Books, for example, are stored and organised in a manner that makes them accessible to pupils. The combined library, computer area and work space invites use by pupils and is used regularly by them when engaged in independent research. The books have been stored and catalogued by a parent who is a professional librarian. The computers are networked and there is ready access to the Internet. The pupils use the computers with confidence and competence as a learning tool, reflecting the ready access and availability engineered by the teachers. Good use is made of the limited display space to promote knowledge and learning.

19. Outside, the grounds have been improved by adding fixed play equipment and by creating accessible environmental areas and areas for calm and reflection. The headteacher is aware of the need to compensate for the lack of a hall. Links with other small schools have been formed and are used to promote physical education through inter-school sporting activities and events.

WHAT COULD BE IMPROVED

Pupils who just achieve the expected national level in writing at age seven do not make enough progress in the juniors to repeat their achievement at age eleven; in mathematics, standards have been high until this year

20. Analysis of the 2000 test results at age eleven shows that more than two thirds of the pupils in writing, and more than half in mathematics, did not make enough progress compared to their attainment in tests at age seven. The reasons for this slow progress for some pupils are primarily to do with a lack of rigour in implementing the National Curriculum and the National Literacy and Numeracy Strategy Frameworks and then checking for effectiveness by monitoring pupils' progress in lessons and in their work over the year.

21. The group in question only just managed to attain the expected level at age seven and did not make enough progress in the juniors to repeat their achievement at age eleven in writing and mathematics. This is in stark contrast to their progress in reading, where every pupil made or exceeded the expected progress, including more than two thirds who made the equivalent of five, six, in some cases seven years progress during the four junior years. About half the pupils only just managed to attain the expected level in reading at age seven but then went on to attain a higher than expected level at age eleven.

22. The pupils' work shows that opportunities to write at length are fewer than found in typical schools. When pupils write in other subjects, there is insufficient emphasis on extending their knowledge of specific genres or on advanced writing skills. Discussions with the older junior pupils show that they have a good knowledge of basic grammar, punctuation and spelling. They know about verbs and adverbs, for example, and use full stops and speech marks with good accuracy. They use commas in their work, and can explain the use of a "makes sense" test to check appropriateness of the comma in complex sentences, but are not familiar with terms such as "phrase" or "clause". This gap in their understanding reduces the application of their knowledge into something of a hit or miss affair rather than a deliberate act. In a poetry writing lesson, only a few pupils were able to explain the difference between "alliteration" and "rhyme" and none could distinguish between "simile" and "metaphor". The implementation of the National Literacy Strategy is selective. This is one of the reasons why pupils have gaps in their knowledge and are not developing a secure understanding of the full range of terminology necessary for them to discuss and learn about the advanced organisational, grammatical and stylistic features of written English when applied to different purposes.

23. In mathematics, the absence of rigorous systems to monitor pupil progress is allowing gaps in knowledge to go unresolved. The pupils' work shows instances where problems encountered are not always adequately remedied but left and not returned to. One eleven-year-old pupil, for example, who was one of those who just managed to attain expected levels at age seven, experienced difficulty with long division in the autumn term of the present school year. After several days, the work moved on to a different topic. The concept was not returned to later in the year and the pupil remained only able to divide large numbers by numbers less than ten.

24. In lessons, there is sometimes too much emphasis on practising skills already acquired, and not enough on using current knowledge to extend understanding through application in different circumstances. In a lesson for ten and eleven year olds, for example, the pupils practised recall of multiplication facts and tried to increase speed by timing themselves, which was worthwhile. They did not, however, extend this knowledge into computations involving division, fractions or percentages, nor did they apply it to problems involving day to day situations and the use of measures, all of which is part of the National Numeracy Strategy Framework.

25. The informality of the systems currently used to check on pupil progress means that they are, like the pupils' use of the comma, somewhat hit or miss. The teachers are caring and give a lot of time and energy to remedy the problems they notice. The very positive comments from parents confirm this. However, a lack of rigour to the systems to check on pupil progress and the effectiveness of the curriculum and the teaching means that some problems slip by unnoticed, and this is unsatisfactory.

The management of special educational needs is unsatisfactory

26. Only a few pupils are on the special educational needs register. No pupil was found who should have been on the register but was not. One pupil has a statement of special educational needs. All statutory requirements relevant to this pupil are met. All other pupils on the register are at the earliest stage of special needs assessment.

27. The educational difficulties faced by each pupil at the early assessment stage are identified in general terms but not in the form of an individual educational plan. The records show evidence of reviews of progress on an annual basis, which is too infrequent. No record is kept of the date of contact with parents or of their views; this is not in keeping with the recommendations of the code of practice and is unsatisfactory.

28. The impact of any additional provision made for pupils on the register is not well recorded. Two pupils, for example, benefit from the additional teaching support provided by the local authority for the pupil with a statement. The quality of this provision is good but the rationale for including the two extra pupils is primarily to support the social needs of the child with a statement. The special needs of the two extra pupils are not practically embodied in an individual education plan and it is not crystal clear what it is these pupils are to learn specifically in relation to their own particular needs to justify their withdrawal from lessons in core subjects.

29. The special educational needs coordinator is not given any time during the working day to carry out her responsibilities. This is leading to problems in communication and to inefficiency that undermine the caring and child-centred learning environment that all of the staff aim to create. Reviews of progress at the earliest stages of assessment, for example, are deemed to be the responsibility of class teachers, who meet with parents and conduct reviews without the coordinator being present. In a review that took place six months prior to the inspection, it was recommended by a teacher that one pupil move to assessment Stage 2. Senior management had not noticed this and no action has been taken; this is unsatisfactory. Examinations of this pupil's work, whose difficulties are specific to literacy, show little signs of improvement in relation to the particular difficulties. The special educational needs policy does not specify how often review meetings will take place, who will be present, or who is responsible for subsequent action; this is unsatisfactory.

The arrangements for checking standards and the effectiveness of the curriculum remain undeveloped

30. One of the areas for improvement identified in the previous report was that of monitoring the performance of the school. Since then, no substantive action has been taken and this is unsatisfactory. Records of pupils' attainment are kept and the information is used, for example, to identify those to be included in booster groups or provided with additional literacy support. This is good practice. However, the test and assessment information is not analysed sufficiently nor used rigorously to monitor pupils' progress. Samples of pupils' work are not checked in depth to see if curriculum plans are implemented effectively or that the pupils' statutory curricular entitlements are met. Senior management does not check the teaching for consistency in quality. Good practice in teaching is not sufficiently identified and shared nor is ineffectiveness remedied. This lack of rigour in monitoring is one of the reasons why the gaps in pupils' knowledge reported earlier have not been identified.

31. The headteacher has very little time during the teaching day to visit other classrooms and check the quality of work. This time constraint applies to others with management responsibility and is partly the reason for the lack of development in monitoring.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. The senior management and the teachers need to monitor the progress of those pupils who only just manage to attain the nationally expected level in writing and mathematics at age seven as soon as they enter the juniors. They should provide the support and guidance necessary for them to repeat the achievement at age eleven. As part of this objective, they should aim to raise standards in writing and mathematics in the juniors to the same level as in reading. Senior management should remedy the shortcomings in the record keeping, communication of findings from review meetings and oversight of special needs, and in the monitoring of school performance generally. To achieve all of these, the newly appointed headteacher and his staff, with the support of the governing body, should:

- ❑ identify and remedy gaps in the implementation of the National Curriculum programme of study in writing and the National Literacy Strategy Framework;
- ❑ increase teachers' knowledge of the National Literacy and Numeracy Strategy Frameworks, particularly of shared and guided writing and mental mathematics, and of the methods and organisational strategies necessary to teach writing and mental mathematics effectively;
- ❑ specify the number and range of opportunities that pupils will have each term for sustained independent writing;
- ❑ identify in the medium and short term planning the opportunities for sustained independent writing in subjects other than English and the specific writing skills to be learnt during each opportunity;
- ❑ specify in the special educational needs policy how often the progress of all pupils with special educational needs will be reviewed; who will attend the review meetings; what kind of information will be recorded; and the responsibilities of each member of staff concerned;
- ❑ introduce arrangements to check regularly that individual review meetings for pupils with special educational needs take place in accordance with school policy and that all decisions are implemented effectively;
- ❑ introduce rigorous arrangements to check that pupils are making at least the expected progress in English, mathematics and science, and that the curriculum and the teaching are effective in these and all other subjects;
- ❑ set specific, measurable targets for each of these areas for improvement; monitor progress toward their achievement and report regularly to the governing body.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	60	40	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)	64
Number of full-time pupils eligible for free school meals	0

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	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	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%
School data	3.75
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	5	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	4	4	4
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	91	91	91
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	4	4	4
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	91	91	91
	National	82	86	87

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	4	5	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	3
	Girls	5	5	5
	Total	8	9	8
Percentage of pupils at NC level 4 or above	School	89	100	89
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	3	3
	Girls	5	5	5
	Total	9	8	8
Percentage of pupils at NC level 4 or above	School	100	89	89
	National	68	69	75

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	59
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only. A further five pupils in the reception year are not yet of compulsory school age.

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)	3.2
Number of pupils per qualified teacher	20
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	28

Financial information

Financial year	1999
	£
Total income	135449
Total expenditure	138280
Expenditure per pupil (68 NOR in Jan 1999)	2033.53
Balance brought forward from previous year	8230
Balance carried forward to next year	5399

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	64
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	29	5	0	0
My child is making good progress in school.	60	40	0	0	0
Behaviour in the school is good.	66	34	0	0	0
My child gets the right amount of work to do at home.	40	49	7	0	4
The teaching is good.	67	29	0	0	4
I am kept well informed about how my child is getting on.	58	33	7	0	2
I would feel comfortable about approaching the school with questions or a problem.	74	22	2	0	2
The school expects my child to work hard and achieve his or her best.	74	24	0	0	2
The school works closely with parents.	69	27	0	0	4
The school is well led and managed.	76	22	0	0	2
The school is helping my child become mature and responsible.	71	25	0	0	4
The school provides an interesting range of activities outside lessons.	33	40	20	0	7

Other issues raised by parents

The meeting for parents and individual correspondence were all very positive. The main concern of parents is the retirement of the headteacher, which they regretted, and finding a replacement who is as good. All other issues are already commented on earlier in the report.