

# INSPECTION REPORT

**Chirbury CE (VC) Primary School**

Chirbury, Montgomery

LEA area: Shropshire

Unique reference number: 123467

Headteacher: Mr T Roberts

Reporting inspector: Dr Colin Lee  
21854

Dates of inspection: 6<sup>th</sup> – 8<sup>th</sup> March 2000

Inspection number: 187809

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	5 - 11 years
Gender of pupils:	Mixed
School address:	Chirbury Montgomery Powys
Postcode:	SY15 6BN
Telephone number:	01938 561647
Fax number:	-
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev P Harratt
Date of previous inspection:	20 <sup>th</sup> November 1995

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Chirbury CE (VC) Primary School is much smaller than other primary schools. There are, currently, 78 pupils on roll, 40 boys and 38 girls. All are from white, English speaking backgrounds. Numbers rise to 88 at the start of the Summer term when ten more children will have reached the admissions age of four years eight months. Children's attainment on entry is broadly average. The percentage of pupils on the register of special educational needs, at 30.1 per cent, is above average. Three pupils have Statements of special educational needs, a proportion that is also above average. Only one pupil is eligible for free school meals which is well below average.

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

The school is a very happy, busy community that develops and educates pupils very effectively. The high expectations of pupils by staff, and pupils' own keenness to learn, result in good academic standards, overall, with English, history and geography being well above average. The quality of teaching is consistently good and the school is well led by the headteacher. The school provides very good value for money.

#### **What the school does well**

- Pupils attain good standards overall with English and cross-curricular topic work being of particularly high quality.
- A rich, varied curriculum is carefully and imaginatively planned to provide very good learning opportunities.
- The headteacher's good leadership promotes high standards in all aspects of the school's work.
- Teaching is consistently good, successfully developing pupils as independent learners who strive for high standards.
- Provision for pupils with special educational needs is very good.
- Pupils develop a strong sense of responsibility through the school's high quality of care and provision for personal development.

#### **What could be improved**

- Procedures for formal assessment of individual pupils' learning, particularly in mathematics, are under-developed.
- There is insufficient use of specific short-term targets for pupils.
- Programmes for individual more able pupils are under developed.
- Accommodation has severe limitations, providing insufficient space for practical activities by the youngest and oldest pupils.

*The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils in the school.*

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

The school was last inspected in November 1995. In addressing the key issues arising from that inspection, the school has achieved good improvement. The headteacher now evaluates teaching and standards in other classes. A broader school development plan is now produced that effectively itemises developments in all areas involving expenditure, and those areas prioritised for improvement in any one year. There has been appropriate written clarification of the roles of the headteacher and governing body. A weakness that has not been overcome concerns teachers' workloads. Staff continue to undertake supervisory duties at lunch-times and organise more extra-curricular activities than occurred at the time of the last inspection. The latter include various sporting activities that have been started in response

to parental concern about a limited physical education curriculum. This has further limited teachers' opportunities to undertake responsibilities for whole-school co-ordination of subjects, or other aspects of the school's work. Beyond the key issues, the school has achieved good improvement in several areas, notably in standards in English and science, the overall quality of teaching, provision for information and communications technology, and physical education, and in the provision of indoor toilet facilities in the main building.

## 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	A*	very high A* well above average A above average B average C below average D well below average E very low E*
Mathematics	A	A	B	D	
Science	A	A	A	B	

Where pupil numbers are small, as at Chirbury, results have to be interpreted with caution. The under performance of one pupil in the 1999 mathematics test resulted in the school's results being below average, rather than average, when compared with other schools having less than eight per cent of pupils eligible for free school meals. If that pupil is disregarded, mathematics results would also match the trend of rising standards that has occurred in English and science over the past four years. In 1999, standards in English were very high in comparison with national averages, with all pupils achieving Level 4 and nearly half achieving Level 5. These results in English place the school in the top five per cent when compared with similar schools. Throughout the school, above-average standards are being maintained across the curriculum. Sixty per cent of pupils, currently in Year 6, are on the register of special educational needs but, due to very good support, the target of 76 per cent achieving Level 4 or above in the forthcoming National Curriculum English test is achievable, albeit challenging. The target for mathematics is 82 per cent, and current levels of achievement are not in line to meet this target. At the end of Key Stage 1, standards are above average in reading, writing, mathematics and science, despite 41 per cent of pupils in Year 2 having special educational needs. The very good support is again evident, leading to nearly all these pupils working at Level 2 in lessons observed.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school and the work they do.
Behaviour, in and out of classrooms	Pupils' behaviour is very good in lessons and at play.
Personal development and relationships	Excellent. The high quality of relationships, consideration for others, willingness to have responsibility, and the frequent showing of initiative, reflect the exceptional personal qualities of the pupils.
Attendance	Very good and well above national averages which is a reflection of pupils' enjoyment of coming to school. Unauthorised absence is below average.

The school is a very strong and very happy community within which all pupils look out for each other.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	No evidence	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.*

In the 21 lessons seen, teaching was very good in 24 per cent, good in 57 per cent and satisfactory in the remaining 19 per cent. Examples of good teaching by all support staff were also observed but these are not included in the statistics. The teaching of children under five was not observed. Organisation of all classes is very good, and pupils generally work in groups with others of similar prior attainment, regardless of age. Work is carefully matched to the differing needs of groups. Expectations are high, but never unrealistic, and pupils are, very successfully, taught the skills to become independent learners. More able individuals sometimes require more specific and more challenging targets than are given to their group as a whole. Teaching of literacy is very good. Numeracy is taught satisfactorily but, due to insufficient time being allocated to developing strategies for mental calculation, some of the specific intentions of the National Numeracy Strategy are not being achieved.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Subjects are skilfully integrated into topics, producing a rich curriculum and a very good range of learning opportunities. This provides very good coverage of all subjects in the National Curriculum.
Provision for pupils with special educational needs	Excellent provision of carefully planned learning that enables many pupils to achieve very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall, with very good attention to pupils' moral and social development.
How well the school cares for its pupils	The school is a caring community with very good monitoring of pupils' all-round development.

Literacy is taught and learned very well through this approach. Pupils receive a broad range of mathematical experience through the topics, but the acquisition of numeracy skills is planned less well.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's good leadership is achieved despite a heavy teaching commitment. He leads by example, providing very effective philosophical and practical guidance. All staff share a very strong sense of purpose and commitment to the school.
How well the governors fulfil their responsibilities	The governing body's good level of involvement as a group, and as individuals, provides good support to staff and pupils and responsibilities are fulfilled well.
The school's evaluation of its performance	Staff plan and evaluate together well and this ensures good awareness of strengths, weaknesses and future priorities.
The strategic use of resources	Application of principles of best value is very good. Human, financial and physical resources are used very well in order to maintain desired levels of provision.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The headteacher's leadership.</li> <li>• The staff's high expectations of pupils' work, behaviour and attitudes to each other.</li> <li>• The school's response to parents' questions or concerns.</li> <li>• Their children's good progress.</li> <li>• The good quality of teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• No significant weaknesses have been raised by parents and carers.</li> </ul>

The inspection team fully agrees with parents' views.

## **PART B: COMMENTARY**

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

#### **Pupils attain good standards overall with English and cross-curricular topic work being of particularly high quality**

1. There is very good development of pupils' literacy skills throughout the school. The class of reception and Year 1 pupils follow aspects of the National Literacy Strategy and have a formal literacy hour each day. Pupils in the other two classes develop their literacy skills through work that is related to the termly topics being studied. Both arrangements are successful in achieving well above average standards in all aspects of the English curriculum.
2. By the end of Key Stage 2, pupils speak articulately in whole-class and group discussions, expressing ideas clearly and being confident in their opinions. For example, when talking about their findings from studying the 1881 Census, pupils gave many valid opinions for the reasons people from widely varying birthplaces might have moved to Chirbury. They read a wide variety of texts fluently and have clear preferences about choices of favourite authors. Writing is often of a high standard, employs a rich and varied vocabulary and, when factual, provides clear description. Work displayed on the rules of composition that are evident in Turner's paintings showed depth of research, good understanding of the topic, and very clear description of the fundamental principles. Handwriting is generally of a very high standard and contributes much to the impressive quality of presentation of much of pupils' work in topic folders, and on display in the classroom.
3. By the end of Key Stage 1, pupils' standards in speaking, listening, reading and writing are at least matching national expectations, and a quarter of pupils exceed these expectations. Pupils listen respectfully to each other and to adults. They speak confidently and, in groups, hold mature discussions about their work, for instance, when planning a musical composition stimulated by a favourite story. Pupils are avid readers, who have very evident enjoyment of books. The total involvement in what they were reading made many pupils unaware that their name had been called during registration. Pupils have well-established strategies for working out pronunciation of unknown words, especially through their very secure knowledge of the sound-symbol relationship of individual letters and letter combinations. Pupils write well for a variety of purposes. Stories are imaginative and well structured, with clear beginnings, middles and ends. Dictionaries and word lists are used efficiently when correct spellings are sought. Handwriting is clear, legible and a joined script is used by most pupils.
4. Throughout the school, pupils produce much work of above average standard in relation to the termly topics that they study. In Year 1, pupils wrote their own versions of a story about "Fire" in well-constructed sentences with accurate punctuation including the correct use of speech marks by more able pupils. Science work, such as that on the camera obscura, by pupils in Class 2, indicated good understanding of the scientific principles and clear, full accounts of the key features. In Class 3, a very thorough study of the village has produced very significant depth of learning, with well-written factual and creative writing based on wide-ranging research. In lessons and at class computer clubs, pupils' well-developed word-processing skills add a further dimension to the extensive breadth of writing that is produced.

#### **A rich, varied curriculum is carefully and imaginatively planned to provide very good learning opportunities**

5. Cross-curricular topics provide a very broad range of learning opportunities. The long term plan of these topics ensures that recommended programmes of study in all subjects in the National Curriculum are well covered. This ensures a balanced curriculum for pupils during their time at the school. Teachers plan collaboratively and, thus, know exactly what is being

learned by all pupils at any one time. These termly planning meetings are also used successfully for evaluation of previous curriculum coverage and pupils' learning. This serves several purposes. The headteacher has an efficient way of monitoring the curriculum, individual teachers can benefit from each other's expertise, future planning can be adapted in response to assessment, and any new initiatives can be integrated into the system.

6. Planning of work for children under five in reception, takes full account of the Desirable Learning Outcomes<sup>1</sup> for nursery education. The provision is constrained by resource and accommodation limitations, but children make good progress and, by the time they are five, they generally exceed typical standards in all areas of learning. Children start on the National Curriculum when they are ready, rather than when they reach age of five. This adaptability is a very good feature of provision, for example, it enables pupils with special educational needs to have learning opportunities that are carefully matched to their needs. This is evident in the way the needs of individual pupils are very effectively met by varying learning opportunities across key stages.
7. Class organisation is flexible and can be adapted to the annual variations in year groups. In Year 4, pupils are currently split between the class of Year 2/3 pupils and that of Year 5/6 pupils. Good attention is paid to ensuring equal opportunities for all pupils, and this is evident in the care with which the learning experiences of these pupils in Year 4 are monitored to ensure all have equal access to the same curriculum.
8. Teachers' short term planning is very good. It is founded on the learning intentions that are appropriate for the bands of prior attainment into which pupils are organised. Thirteen bands cover years Reception to 6, and all work is matched to the differing needs of each band. Pupils' learning is constantly being reinforced by the successful integration of different subjects. For example, in Class 2, mathematical learning about a quarter turn being 90 degrees was strongly reinforced through information technology, when pupils entered instructions to move a programmable robot around a large floor map of the village. The village itself is well used as a learning resource. The geographical skills of pupils in Class 1, were well developed by drawing a map to show key buildings from memory of a walk round the village. Writing a description of a route taken by a fire-engine to one of the buildings, provided very effective consolidation of knowledge about directions. The topic of 'Victorians' for pupils in Class 3, included the use of photographs of village buildings as a source to determine a building's age. Pupils' knowledge of materials and design features was very effectively used for identification of the period of different buildings. Within the same topic, text about famous Victorians was imaginatively used for the development of literacy skills. Thus, for one group, a text on Charles Darwin was used primarily for reading skills when pupils had to identify ways in which two contrasting points of view were expressed. For a group of pupils of different prior attainment, the same text stimulated learning about grammar through study of adjectival phrases.

### **The headteacher's good leadership promotes high standards in all aspects of the school's work**

9. The headteacher successfully combines administrative duties with responsibility for a class of 33 pupils aged eight to eleven years. The employment of a part-time teacher, for the equivalent of one day per week, releases the headteacher for half a day of monitoring teaching and pupils' learning in other classes. The other half day is spent on administration.
10. Strong and effective leadership is founded on two key principles. First, through leadership by example, whereby the many features of good practice that are characteristic of his own teaching are successfully implemented across the school. Team teaching with the newest member of staff has provided very effective induction during her first and second years of

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<sup>1</sup> The nationally agreed goals for learning for children by the time they enter compulsory schooling at the age of five.

teaching. Second, the headteacher's commitment to high standards is reinforced through arrangements for teachers to plan and evaluate each other's work, coupled with his own high expectations of teachers and pupils. Pupils experience absolute consistency in their relationships with all staff due to the very good support that staff, provide and the shared sense of purpose that has been created. A very good programme of professional development for ancillary staff has been instrumental in helping to establish their own professional expertise as well as consistency in their approach. The aims and values of the school thus totally permeate all aspects of its work.

11. There is effective monitoring and evaluation of standards through scrutiny of pupils' work, analysis of results in national tests, and the thorough knowledge of each pupil's past experience and future needs. This promotes a clear educational direction for the school that is evident in the annual development planning and the priorities that are established. For example, the priority given to information technology, during last and this year, has led to improved standards of teaching, pupils' learning, and a prominent place for the subject in curriculum planning, despite ongoing technical difficulties. In order to develop expertise, support staff with specialist knowledge are used very effectively to teach groups of pupils. Pupils' opportunities are extended by lunch-time computer clubs for each class. The latter also provide good evidence of the school's aim to develop a sense of responsibility in pupils and good relationships between them. Older pupils are paired with younger pupils in order to support the latter by answering their questions, encouraging them but not dominating.
12. The headteacher responds quickly and positively to feedback from governors, staff and parents. Parents expressed concern at the comparatively low time allocation to physical education. Although the accommodation and facilities limit the scope of what can be offered, a programme of staff professional development and curriculum extension has successfully broadened pupils' experience. This has been achieved largely through the establishment of lunch-time clubs based on national guidelines promoted by the 'Top Play' and 'Top Sport' programmes. Each pupil is expected to attend at least one of these clubs and, thus, broaden the experience beyond that provided by physical education lessons in the village hall.

**Teaching is consistently good, successfully developing pupils as independent learners who strive for high standards**

13. The good quality of teaching is characterised by teachers' excellent organisational skills, the clarity of learning objectives and the thoroughness of planning. Additionally, behaviour management is consistent, effective and usually totally unobtrusive due to the pupils' high levels of involvement in their work. Pupils are anxious to start work, concentrate well and, from an early age, have a mature ability to work independently. Knowing the organisational routines, pupils recognise that the teacher will be working with different groups at different times. When not supervised, pupils assemble any resources they may need for themselves and proceed quietly with their work until it is their turn to receive the teacher's attention.
14. The prior attainment levels of pupils in each group dictate the specific learning objectives that are set for each group, the type of task set, and the deployment of support staff. Support staff are well briefed on the intentions of the work and, at some stage, they will have observed the teacher working with a group in order to provide a model of good practice of skills, such as questioning, behaviour management, marking, and encouragement of high standards. Consequently, the quality of support is always good.
15. The organisation of four or five groups, doing different activities at the same time, requires teachers to plan their own time carefully. There is, generally, a good balance between starting groups off, intervening at set times to monitor progress, and drawing activities to a close with short discussions to consolidate key learning points.
16. Teachers use every opportunity to develop pupils' literacy skills by thorough planning, specific activities for English, and by using the potential of

work in other subjects to reinforce and extend all aspects of literacy. For example, older pupils automatically have dictionaries and thesauruses ready for their work in history, leading to good standards in spelling and developing use of a broad vocabulary. Most work is re-drafted before inclusion in topic folders, or being mounted for display, leading to high standards of handwriting and presentation. Topic work includes mathematical learning where there is an obvious link. Other mathematical concepts are successfully taught through specific mathematical topics and, by the end of Key Stage 2, pupils have good knowledge and understanding of measurement, shape, and data handling.

### **Provision for pupils with special educational needs is very good**

17. There is early identification of the specific educational needs that pupils have and, at the time of the inspection, 30 per cent of pupils in the school were on the register of special educational needs. This figure fluctuates due to the regular review of individual pupils' progress, and recognition of the effectiveness of the good teaching that leads to pupils being removed from the register. The school does not identify gifted or talented pupils as having special educational needs.
18. In addition to the funded support for pupils who have Statements of special educational need, the school has committed a significant financial investment in the employment of support staff to work with groups of less able pupils throughout the school. In addition to working with groups or individuals in lessons, some support staff run additional sessions at playtimes. The work is very carefully matched to pupils' needs, staff have very good relationships with the pupils they support, and there is excellent liaison with class teachers. The support staff provide a consistently good quality of teaching, using questioning very effectively and reinforcing good or improved work at every opportunity. Pupils, frequently, make rapid progress in overcoming literacy learning difficulties to a point where, by the end of a key stage, they are achieving expected levels. For example, in Year 2, pupils working on the sounds of vowel letters quickly achieved a standard of spelling accuracy that is characteristic of work at Level 2. Younger pupils make good progress in reading, being heard very frequently by teachers and support staff, and with good support by parents.
19. Within the framework of teachers' very good lesson planning, work for less able pupils is very well matched to their prior attainment in topic work, enabling them to maintain good progress overall.

### **Pupils develop a strong sense of responsibility through the school's high quality of care and provision for personal development**

20. The school's success in caring for pupils is praised by parents and, in fact, the school's high quality of provision for pupils' personal development is enabled by the very good sense of partnership that the school has with parents and the wider community.
21. The cornerstone of this provision is the aim to develop a sense of responsibility in each pupil. It also very successfully develops a sense of belonging. The school, itself, is a very strong community as well as being a significant part of the wider community. Pupils are constantly encouraged to consider the feelings of others and respect the beliefs of others. This is achieved through the curriculum successfully, for example, through work on Buddhism that was explored by pupils alongside those in other local schools. Everyday-routines in school also reinforce the development of the habit of considering others, for example, older pupils reading to children in the nearby playgroup, writing the home-school agreement, and offering help before it is requested, are very small examples of these qualities.
22. The school's aims are well expressed in policies on personal and social education and equal opportunities. All adults in the school are, themselves, excellent role models for pupils.



## **WHAT COULD BE IMPROVED**

### **Procedures for formal assessment of individual pupils' learning, particularly in mathematics, are under-developed**

23. In order to assess what pupils are learning, there are periodic tests of pupils' knowledge and understanding, such as National Curriculum tests at the end of Years 2,4,5 and 6. Results are analysed in order to establish strengths and weaknesses in standards at the end of key stages. Intermediate tests are used to track pupils' long term progress and to predict their likely achievement at the end of Key Stage 2. This provides a sound basis for targets for future years. A more immediate assessment of pupils' learning is achieved by scrutiny of pupils' topic work in order to get a general view of standards. There are no formal systems for ongoing assessment of pupils' learning in the shorter term and little is recorded of individual pupils' strengths and weaknesses. Teachers are confident that their knowledge of pupils as individuals provides a full enough picture of what is being learned, and the immediate future needs.
24. The reliance on informal observation, scrutiny, and discussion, as the basis for collecting information about pupils' learning, does not provide sufficient assessment of short-term learning. The school also lacks a uniform approach to the recording of what individual pupils are learning, being reliant on broad indicators that a topic has been covered and completed by whole groups of pupils. This is most lacking in mathematics where there is no established system for teachers to assess and record how pupils are progressing. Marking of older pupils' work is inconsistent, and is usually carried out by pupils themselves. These pupils complete weekly test papers that are matched to levels of prior attainment, but scrutiny of these papers shows that incorrect work is often repeated in subsequent tests, indicating insufficient attention to errors that pupils are making. Strengths and weaknesses are, therefore, not immediately apparent to teachers when there is no regular planning of when or how pupils' learning is to be assessed.

### **There is insufficient setting of specific short term targets for pupils**

25. Target-setting is very rarely used as a tool for guiding progress or measuring improvement in pupils' learning, other than in relation to annual achievement in the Key Stage 2 National Curriculum tests. Pupils lack awareness of specific gains in learning to be achieved in the short term as they are rarely told what must be completed within set time frames. Thus, all pupils within a band share the same long term objectives relating to their work. Although teachers are very successful in determining appropriate learning intentions and learning activities for groups of different prior attainment, any differences between individuals, within a group, are not accounted for in planning. Older pupils frequently have tasks that extend over several lessons and they lack sufficient guidance on what should be completed by the end of a single lesson. This absence of short term targets, to motivate pupils and provide measurable indicators of success, can, sometimes, have the effect of reducing the work output of pupils in a single lesson. Short term targets are also missing from special educational needs pupils' individual education plans. Broader targets are set for literacy and numeracy that are aimed at pupils progress in the medium term, i.e. between termly reviews. Less confident pupils with special educational needs, lack the security that comes from knowledge that small steps in improvement are being achieved.

### **Programmes for individual more able pupils are under developed**

26. Identification of pupils with learning or behavioural difficulties is early, well-documented, carefully monitored, and governed by a detailed school policy. Provision to meet the special educational needs of these pupils is thoroughly planned and well supported. There is no comparable school approach to meeting the needs of gifted and talented pupils, despite a third or more of some year groups being in the more able category. Specific provision to meet the needs of these pupils is informal and incidental and, while teachers plan activities that are well matched to *Chirbury CE (VC) Primary School - 15* the needs of the groups of more able

pupils, extension tasks to challenge individual pupils, still further, are not planned. The potential progress possible by these pupils is, therefore, not being identified clearly enough, nor is it catered for sufficiently.

### **Accommodation has severe limitations, providing insufficient space for practical activities by the youngest and oldest pupils**

27. The school's popularity is resulting in a steady increase in numbers to a point where a fourth class is possible from September 2000. The present accommodation will have to be adapted and benefits, such as the use of the present annex in the main building for computers, music, and the library will be lost. Although accommodation is used well, it currently imposes limitations on the work that can be carried out by the two classes in the mobile unit. The class for reception and Year 1 pupils is adequate for present numbers, although the role play area is too small. The classroom becomes inadequate when more children under five join the class in the Summer term. The required curriculum for children under five can only be delivered with compromise, with the lack of space for the range of activities that should be provided. Outside facilities for these children to learn through experience of various forms of play equipment and apparatus is not possible. The oldest pupils are taught in the other room in this unit and conditions are very cramped. Movement around the room, for pupils and staff, is hampered by lack of space. This restricts the scope for practical projects to be undertaken by groups of pupils, for example in art, or design and technology.
28. The lack of a school hall is overcome by use of the village hall for indoor physical education and this is an adequate size for the younger two classes. Whole-school activities, such as assemblies and meal times, require disruption of the classroom in the main building. Outdoor facilities for physical education consist of a small field and a small tarmac area that has the inconvenience of being a public right of way.

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

29. In order to improve standards and the quality of learning, the headteacher, staff and governors should:
- develop systems of assessment that can be used as part of curriculum planning for more frequent evaluation of individual pupils' learning. Priority should be given to mathematics to ensure that there is a whole school system for recording and evaluating pupils' progress;
  - establish target setting as an integral part of school improvement by identifying short-term targets for pupils in their learning;
  - improve provision for individual more able pupils, through long and short term planning of activities that provide appropriate challenge. Consider the occasional deployment of support staff in order to systematically develop more complicated research skills that will enable these pupils to progress in line with their potential;
  - continue to explore, with appropriate authorities, any possibilities which could improve accommodation and facilities.



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	57	19	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	78
Number of full-time pupils eligible for free school meals	N/A	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	24

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	5

### Attendance

Authorised absence	%
School data	3
National comparative data	5.4

Unauthorised absence	%
School data	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	4	6	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	6	6	6
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	6	6	6
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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	6	3	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	6
	Girls	3	3	3
	Total	9	8	9
Percentage of pupils at NC level 4 or above	School	100 (77)	89 (85)	100 (85)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	3	3	3
	Total	9	9	9
Percentage of pupils at NC level 4 or above	School	100 (93)	100 (100)	100 (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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	78
Any other minority ethnic group	

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

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	0	0
Other minority ethnic groups		

*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	24.4
Average class size	26

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

Total number of education support staff	5
Total aggregate hours worked per week	50

### ***Financial information***

Financial year	1998/99
	£
Total income	137,730
Total expenditure	139,935
Expenditure per pupil	1,749
Balance brought forward from previous year	11,949
Balance carried forward to next year	9,744

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	76
Number of questionnaires returned	40
Percentage returned	53

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	20	0	0	0
My child is making good progress in school.	85	15	0	0	0
Behaviour in the school is good.	75	25	0	0	0
My child gets the right amount of work to do at home.	63	35	0	0	2
The teaching is good.	80	18	0	0	2
I am kept well informed about how my child is getting on.	65	23	10	0	2
I would feel comfortable about approaching the school with questions or a problem.	88	12	0	0	0
The school expects my child to work hard and achieve his or her best.	90	10	0	0	0
The school works closely with parents.	65	33	2	0	0
The school is well led and managed.	90	10	0	0	0
The school is helping my child become mature and responsible.	65	30	0	0	5
The school provides an interesting range of activities outside lessons.	58	33	0	0	9