

# INSPECTION REPORT

## **POWICK CE PRIMARY SCHOOL**

Powick, Worcester

LEA area: Worcestershire

Unique reference number: 116841

Headteacher: Mr R Drewett

Reporting inspector: Ms A Grainger  
20782

Dates of inspection: 3 – 5 July 2000

Inspection number: 189158

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	42 Malvern Road Powick Worcestershire
Postcode:	WR2 4RT
Telephone number:	01905 830336
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Page
Date of previous inspection:	9 September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Number of full-time pupils: 161.

Pupils known to be eligible for free school meals: 3.1% (well below the national average).

Pupils on the register of special educational needs: 15% (broadly average).

Average class size: 27.

The school is situated on the edge of the village of Powick. It draws pupils from further afield than the village and its immediate catchment area. Thirty per cent of pupils are from outside the catchment area. There are two intakes to the reception class each year. Children whose birthdays fall in the autumn term are admitted in the September of the school year in which they will be five. Those with birthdays in the spring and summer term begin school in January. No pupils are from ethnic minority backgrounds. Taking the intake as a whole, children's attainment on entry to the school is above average.

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

The school provides a good education for its pupils. Pupils leave the school achieving high standards in English, mathematics and science. Their overall progress in relation to their attainment on entry is good. The leadership and management of the school are satisfactory, as is the value for money provided.

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

- Standards in English, mathematics and science are high when pupils leave the school at the age of 11.
- Pupils respond well to the school's high expectations of their attitudes and behaviour. They work and play together very well and have very good relationships with adults.
- Attendance is very good and is well above the national average.
- The care for pupils' personal well-being is good.
- The partnership with parents is good.

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

- There is too little checking of the quality of teaching and the learning opportunities provided.
- Teachers do not plan sufficiently from an assessment of what pupils already know, understand and can do.
- Marking and homework are not used consistently to support pupils' learning.

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

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

The school's progress with improvement since its last inspection in 1996 has been satisfactory. Many of the weaknesses identified at that time have been rectified, although there is still further work to be done. In most cases, teachers' planning for English, mathematics and science now reflects the needs of pupils with differing prior attainment. This is not the case in other subjects, however, where greater attention to the range of pupils' needs within mixed ability classes is required. There has been some staff training on assessment and satisfactory informal procedures have been introduced for English and mathematics. No procedures have been put in place for other subjects. The provision for children under five in the reception class has improved. Now, they experience a curriculum that meets their needs and takes account of the recommended areas of learning for children of this age. Responsibilities are more evenly distributed among the staff. With the exception of the co-ordinators for English, mathematics, special educational needs and assessment, other co-ordinators are not yet leading and developing their areas of responsibility. The necessary changes have been made to ensure that the annual reports to parents on their children's progress fulfil statutory requirements. Communication is more effective between governors, the headteacher, staff and parents than at the last inspection.

Although not key issues at the last inspection, there have been some improvements in other areas. Pupils are using computers more to support their learning at Key Stage 1. The governing body is

more involved in determining the direction of the school and holding it to account for the quality of its work.

## STANDARDS

The table shows the standards achieved by 11-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*	B	A	A
mathematics	A*	A	A	A
science	A	B	B	C

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The above table shows, for example, that standards in English in 1999 were well above the national average. They were also well above average when compared with the results achieved by schools with pupils from similar backgrounds. Although small year groups have resulted in fluctuations in the results achieved year on year, standards have been consistently above the national average over the last four years. When the results for English, mathematics and science are taken together, the trend in the school's results over this period is broadly in line with that found nationally. The school is setting targets for English and mathematics standards at the age of 11. The targets for 1999 and 2000 have been met. At the age of seven, based on pupils' school work, standards are well above average in writing, above average in reading and science, and broadly average in mathematics. Standards in information technology are in line with those expected nationally at the ages of 11 and seven.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have mature attitudes to learning. They work hard and take pride in their work.
Behaviour, in and out of classrooms	Very good. Pupils are attentive to their teachers and behave very well in lessons. They are trustworthy and behave sensibly when moving about the school and when outside at lunch and play times.
Personal development and relationships	Very good. Pupils work and play very well together. Although opportunities to show initiative and take responsibility are few, pupils respond positively to those that are provided.
Attendance	Very good. Attendance is well above the national average. The rate of unauthorised absence is below the national average.

Pupils' good attitudes, very good behaviour and relationships, and high levels of attendance, all contribute to the effectiveness of their learning.

## TEACHING AND LEARNING

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

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

Seventeen lessons were seen during the inspection. Of these, six per cent were very good, 35 per cent good, 47 per cent satisfactory and 12 per cent unsatisfactory. The very good teaching was in mathematics in Year 6. The good teaching was in English in Year 1, science in Years 5 and 6, history and music in Years 3 and 4, and in a research and study skills lesson in Year 5. Unsatisfactory lessons were seen in English in Year 4 and in geography in Year 2. The wider evidence shows that the teaching of English in Year 4 is normally satisfactory. The teaching of English, including the basic skills of literacy, is good for pupils aged five to seven, and satisfactory for those aged seven to 11. The teaching of mathematics, including the basic skills of numeracy, is satisfactory for pupils aged five to seven, and good for those aged seven to 11. Overall, the school meets pupils' individual needs well, including those of pupils identified as having special educational needs. Pupils' learning is good in English and satisfactory in mathematics between the ages of five and seven. Between the ages of seven and 11, pupils' learning is satisfactory in English and good in mathematics. Teaching and learning are satisfactory for children under five.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The quality and range of learning opportunities are satisfactory for pupils of all ages. There is good enrichment of the curriculum through visits including an annual residential experience for Years 5 and 6 pupils, clubs, sporting activities and links with businesses. There are some weaknesses. The time allocated to teaching is below the recommended minimum for pupils aged seven to 11. There is no adequate provision for children under five to experience outdoor play with large equipment such as wheeled toys. Planning does not ensure that sufficient attention is given to each subject for pupils aged five to seven.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are identified and given effective support, enabling them to make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Assemblies contribute satisfactorily to pupils' spiritual development. Pupils are clearly taught the difference between right and wrong and are encouraged to consider the needs of others. There is only a limited emphasis on developing pupils' awareness of the rich diversity of a multicultural society.
How well the school cares for its pupils	Satisfactory. Pastoral care is good and there is good attention to pupils' personal well-being. Pupils' work is assessed satisfactorily in English and mathematics, but there are no adequate procedures for assessing the standard of their work or checking their progress in other subjects.

The school's partnership with parents is good. Parents are kept satisfactorily informed of their children's progress, and they have mainly positive views about the school.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher provides satisfactory leadership for the school, recognising areas in need of development as well as the strengths. The deputy has a clear management role and provides strong support to the headteacher in the day-to-day running of the school. The co-ordinators, other than those for English, mathematics, assessment and special educational needs, are not sufficiently involved in leading developments or checking the work in their areas.
How well the governors fulfil their responsibilities	Good. The governing body has a good awareness of the strengths and weaknesses of the school, and has independent strategies for holding it to account for the quality of its provision.
The school's evaluation of its performance	Satisfactory. The checking of teaching is sufficient in English and mathematics. There is not enough checking of teaching and the quality of learning opportunities beyond this.
The strategic use of resources	Satisfactory. Financial planning is careful, and specific grants are used properly for their intended purposes.

The school's application of the principles of best value to its work is satisfactory.

## 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>• Their children are taught well and make good progress.</li> <li>• Their children are expected to work hard and achieve their best.</li> <li>• Behaviour is good.</li> <li>• The school is approachable.</li> <li>• Their children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework provided.</li> <li>• The range of activities provided outside lessons.</li> </ul>

The inspection evidence supports parents' positive views. Inspectors agree that pupils do not have enough homework, and find the setting of homework to be inconsistent. The range of activities provided outside lessons is good, although clubs and sporting activities are not available to pupils aged five to seven.

## **PART B: COMMENTARY**

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

#### **Standards in English, mathematics and science are high when pupils leave the school at the age of 11.**

1. The standards achieved by pupils at the end of Key Stage 2 in 1999, in the National Curriculum tests, were well above the national average in English and mathematics, and above the national average in science. When compared with the results achieved by schools with pupils from similar backgrounds, they were well above average in English and mathematics, and broadly average in science. The percentage of pupils reaching at least the level expected of most 11-year-olds was well above the national average in English and mathematics, and above the national average in science. The percentage reaching a higher level was well above the national average in English and mathematics, and above the national average in science. Over the last four years, standards have been consistently above the national average, even though small year groups have resulted in fluctuation in results year on year. The overall trend over this period, for the three subjects together, is similar to that found nationally.
2. This year, the evidence of pupils' school work shows Year 6 as well above average in English, mathematics and science. The school's National Curriculum test results are considerably improved in science. All pupils reached at least the level expected of most 11-year-olds, and 73 per cent reached a higher level. The school's results in English and mathematics are fairly similar to those of 1999. No comparisons are made with other schools, as national data is not available yet.
3. By the age of 11, pupils use a wide vocabulary and adapt speech according to the occasion. This is evident as they discuss their work with their classmates, explain their interpretations of a newspaper article to the teacher and class, or answer questions about their opinions of school life. They listen carefully and critically to others, taking turns in discussions. Most pupils read very fluently and confidently. They select books that are suitably challenging, with the highest-attaining pupils coping well with novels such as 'Lord of the Rings' by J. R. Tolkein. Others read novels by authors such as J. K. Rowling and Roald Dahl very competently, and also choose reading material that develops their awareness of geography and history. While the lowest-attaining pupils read with reasonable accuracy, their understanding of what they read is more limited. Pupils write at good length, and for the expected range of purposes, such as biographies, stories, letters and accounts of events such as a visit to a factory. Most pupils make effective use of paragraphs to organise their writing, although lower-attaining pupils are inconsistent in this. Most pupils achieve a good standard in spelling, punctuation and grammar, although lack of proof reading results in errors in the work of average attaining pupils in particular. A few lower-attaining pupils are inconsistent in their use of simple punctuation, for example, using commas where full stops are needed. Pupils do not draft and redraft their writing for style and content sufficiently, and this prevents standards from being even higher.
4. In mathematics by the age of 11, pupils apply their mathematical knowledge and understanding well to a range of practical problems. Higher-attaining pupils show a particularly good level of thinking. Even the lowest-attaining pupils are working at the level expected of most 11-year-olds in this area. Pupils add and subtract using five-digit numbers, with higher-attaining pupils working competently with six digits. They apply the four rules of number well, showing a good awareness of fractions and

decimal fractions. Work in shape, space and measure is strong. Pupils draw two-dimensional shapes with different orientations on grids, measure angles accurately, calculate the areas and perimeters of two-dimensional shapes, match imperial and metric measurements, understand rotational symmetry, and have a very secure knowledge of co-ordinates. They have the expected understanding of probability and interpret data, for example, in the form of graphs and pie charts, at the level usually found.

5. Although Year 6 pupils record little of their work in science, they have a good knowledge and understanding of all the areas of study required by the National Curriculum. They achieve a high standard in experimental and investigative work, having a very secure awareness of the conditions necessary to make a test fair. They make well thought through predictions, observe carefully, and record their findings systematically. Diagrams are clear and neatly labelled. Pupils have a very good understanding of the main systems of the human body, what constitutes a healthy diet, and plant life including seed dispersal. Equally strong is their understanding of materials and their properties. Knowledge of the earth and beyond and physical phenomena, including electricity, is as expected by the age of 11.
6. When children enter the school, at the age of four, their attainment is above average in language, literacy and mathematics. The pupils, now in Year 6, achieved well above average standards in reading and writing, and above average standards in mathematics, at the age of seven in the end of Key Stage 1 tests. Comparison of their present standards with their achievements on entry to Key Stage 2, shows that they have made satisfactory progress in English and good progress in mathematics since the age of seven. This reflects the picture of satisfactory teaching of English at Key Stage 2, and good teaching of mathematics. Other pupils, presently in Key Stage 2, are making satisfactory overall progress in English, with some good progress in writing in Years 3 and 5, where a wider and more challenging range of tasks is provided. In mathematics, they are making good progress across Key Stage 2 due to a wide range of suitably challenging work, with higher-attaining pupils being expected to work at a more advanced level through the tasks set. There are instances of very good teaching in Year 6 enabling pupils to make very good gains in their learning in mathematics.
7. The evidence of school work of pupils now in Year 2, shows that standards are above average in reading and well above average in writing. In mathematics, they are no better than average. Pupils presently in Key Stage 1 are making satisfactory progress in reading and mathematics and good progress in writing. This reflects a picture of overall good teaching of English at Key Stage 1, and satisfactory teaching of mathematics. In science, pupils' work shows that progress is satisfactory for pupils in Key Stage 1 and good for those in Key Stage 2, with the most effective progress being made in Year 5. This is a result of satisfactory teaching of science at Key Stage 1, and good teaching at Key Stage 2.
8. Pupils with special educational needs make good progress overall, as their needs are identified and suitable work is provided. The progress of the highest-attaining pupils is good in English at Key Stage 1, but no better than satisfactory at Key Stage 2. In mathematics and science, the highest-attaining pupils make satisfactory gains in their learning in Key Stage 1, and good gains in Key Stage 2.

**Pupils respond well to the school's high expectations of their attitudes and behaviour. They work and play well together and have very good relationships with adults.**

9. Children under five in the reception class settle quickly into school routines and form good relationships with the adults who help them, and with each other. They behave well and are keen to learn, soon accepting the need to take turns in question and answer sessions and to put their hands up to answer questions. They are attentive to the teacher when listening to a story, explanation or instructions. They get on well with their work on their own and show concentration, for example, when making 'stained glass' with coloured cellophane. They share tools and equipment well for activities such as this and play amicably together with sand and water.
10. Throughout Key Stages 1 and 2, pupils have good attitudes to their learning. They listen carefully to their teachers and settle without fuss to their work. In a Year 1 English lesson, pupils settled very quickly to the task of writing about the previous day's visit to the Forest of Dean and their good attitudes contributed to the amount and quality of their work. All Key Stage 1 pupils show mature attitudes as they work on the computer and share ideas when drafting writing onto the screen in pairs. Lower-attaining pupils in Year 6 showed a high level of perseverance as they worked on a reading and writing activity that they found particularly challenging. In science in Year 6, pupils worked very ably in small groups to undertake an investigation and record their results as a graph. In a music lesson in Years 3 and 4, pupils responded eagerly to questions. Those in Year 5 showed a high level of motivation as they applied their research skills to finding out about a topic of their own choice. Pupils' good attitudes are reflected in their neatly presented work.
11. Behaviour is very good in lessons and around the school. Pupils move very sensibly about the school, such as when going to the hall for assembly. Pupils in Year 1 behaved well when on a 'mini beast hunt' in the school grounds, paying attention to the adults with them and being mindful of safety in the pond area. Those in Year 4, who are taught in a small area off a corridor for English and mathematics, take account of the needs of others in the limited space available. Pupils show very good respect for school property. They know, for example, which areas they are allowed to play ball in at lunch-times and do not stray into other areas. There were no exclusions in the last full school year, and there has been none this year.
12. Relationships are very good among pupils and between pupils and adults. Pupils play very well together at play and lunch-times. They enjoy working together and helping each other with their work. Pupils speak appreciatively of their teachers' efforts, for example in developing their information technology skills in Year 6. They are very courteous and polite.
13. Pupils often show maturity ahead of their years, and respond well to opportunities to take responsibility, although these are few. Responsibilities, such as operating the overhead projector in assemblies or doing photocopying, are carried out sensibly and willingly. Pupils show initiative in researching projects such as on Ancient Greece in Years 5 and 6.
14. Pupils' good attitudes to learning, very good behaviour and relationships, and positive response to those opportunities provided to show initiative and take responsibility, all make a strong contribution to their learning and the standards they achieve.

**Attendance is very good and is well above the national average.**

15. Attendance for the last reporting year was 96.5 per cent, which is very good and is well above the national average. In the same year, no unauthorised absence was recorded. Year on year, the school maintains consistently high levels of attendance. Pupils are punctual at the start of the school day and lessons begin on time. Pupils' very good attendance makes an effective contribution to their progress and the standards they achieve.

**The care for pupils' personal well-being is good.**

16. The school cares for pupils well and provides an environment in which they feel secure and able to learn without anxiety. Staff know pupils well and the pastoral care provided is good. Relationships between adults and pupils are relaxed. Pupils know that they can ask for help with their work or discuss any concerns they have. While bullying is very rare, staff are vigilant and swift action is taken should any incident occur. Arrangements for child protection and ensuring pupils' welfare are good, with all the necessary procedures in place. At the last inspection, there was concern that the child protection policy had not been adopted formally by the governing body. This weakness has been rectified, with a new policy having been ratified recently. Risk assessments and health and safety checks are carried out regularly, as is the testing of fire alarms and electrical equipment. Procedures for monitoring and improving attendance are good. Attendance is monitored well by class teachers with assistance from the school secretary.
17. Satisfactory arrangements are made for pupils' personal, social and health education. The school nurse provides a programme of four sessions for sex education. The community policeman makes pupils aware of the dangers of substance abuse through a five-session programme. The emphasis of the drugs awareness sessions is on empowering pupils to make informed decisions. Teachers also answer pupils' questions on these matters, giving further support to pupils.

**The partnership with parents is good.**

18. Parents' views of the school are mainly positive. Parents consider that their children are well taught, expected to work hard and make good progress. They see behaviour as good and say that their children like school. They feel the school to be approachable if they have any concerns they wish to discuss. The inspection evidence supports these opinions. The main areas that some parents would like to see improved are homework and the range of activities provided for pupils outside lessons. Inspectors agree that homework is not used well enough to support pupils' learning in school and that it is set inconsistently. Homework does not prepare Year 6 pupils adequately for the transfer to secondary education. The range of extra-curricular activities is good, although these are not available to pupils in Key Stage 1.
19. The school's evenings on literacy and numeracy, when the national strategies were introduced, were well attended by parents. Evenings when parents can discuss their children's progress are well attended also. Arrangements are made for parents to meet their child's class teacher, and their English and mathematics teacher in cases where they have more than one teacher. At the time of the last inspection, the annual reports to parents on their children's progress did not meet the requirement for all subjects to be commented on. This weakness has been rectified, although reports do not identify targets for improvement.
20. Evenings are arranged for sharing information with parents. Two of these have taken place this school year. From one such meeting, the headteacher was able to pass on

parents' views about planned building work to the architect. Parents have informal access to teachers at the start and end of each school day. The headteacher writes frequent newsletters for parents. This is an improvement since the last inspection, when there were no newsletters for parents.

21. A few parents help in school in Key Stage 1 classrooms. Others hear children read and accompany groups on visits out of school. One parent helps with singing and another with physical education, two run a weekly book club, and others help with netball and improvements to the school grounds. Parents are strongly aware of the need to support their children's learning at home. The school views them as equal partners in their children's education. Parents' support of the school, and the priority they give to their children's education, contribute to the high standards achieved by the school.

## **WHAT COULD BE IMPROVED**

**There is too little checking of the quality of teaching and the learning opportunities provided.**

22. The extent to which the quality of teaching is checked has increased since the last inspection. While arrangements are satisfactory overall, there are areas in need of improvement if senior staff are to have a full awareness of the strengths and weaknesses of the education provided. The headteacher focused his classroom observations on literacy last school year and, this year, his emphasis has been on numeracy. The deputy headteacher and the mathematics co-ordinator have also checked the school's work in numeracy lessons this school year. There is a good proforma in use for numeracy lesson observations, but no such proforma was used for the checking of literacy lessons last year. The English co-ordinator checked the teaching of literacy lessons last school year. This year, she has gained an awareness of what is happening in the school through looking at planning, and talking to teachers and pupils. The school has rightly given priority to literacy and numeracy at a time when emphasis has also been placed on these areas nationally.
23. There has been little specific checking of the format of literacy lessons and how this contributes to pupils' learning. Few teachers use the guided group work aspect of the literacy hour to develop pupils' writing. As a result, pupils do not benefit from the intense teaching that this offers. The school has not sufficiently analysed its approach to the literacy hour structure to assess whether individual needs are being met sufficiently. There has been no evaluation of teaching in relation to pupils' progress in this respect. In connection with this, the school has not explored why pupils' progress is not better than satisfactory in English at Key Stage 2. Furthermore, it has not looked at whether there are variations in progress at Key Stage 1 in English where the guided group work element of the literacy hour is better implemented in Year 1 than in Year 2. End of Key Stage 1 test results show that pupils make consistently better progress in English than mathematics, but there is little evidence of this being investigated to find the reasons why.

24. There is no scrutiny of teachers' planning for subjects other than English and mathematics or sampling of pupils' work to see the effect of teaching on learning. Consequently, the school has not been aware of some of the areas that need improvement in the learning opportunities provided. In Year 2, for example, there is insufficient teaching of the specific skills of geography and history. There have been variations in the experiences of Year 4 pupils as a result of being split between Year 3 and Year 5 classes during the afternoons.
25. The headteacher has, to a large extent, been hampered in checking the school's performance by having a half teaching timetable and also giving some time to release other teachers from their classes. He recognises, however, that this is an area in need of attention if the quality of education is to be improved further and high standards achieved in all subjects. The subject co-ordinators, other than for English and mathematics, have not been involved in checking the effectiveness of the school's provision, and this is a weakness.

**Teachers do not plan sufficiently from an assessment of what pupils already know, understand and can do.**

26. While some aspects of assessment have been developed well, others have not been addressed. The school analyses the National Curriculum test results at the end of each key stage, and the information gained from the optional tests in Years 3, 4 and 5. In doing so, it identifies areas of weakness in a year group overall, and the needs of individual pupils. The information gained is used to adapt the curriculum where necessary and to ensure that pupils' individual needs are targeted. This contributes to the effectiveness of pupils' learning. Satisfactory informal procedures are in place for assessing and recording pupils' attainment and progress in English and mathematics, with the information used in the planning of work. The identification and assessment of pupils with special educational needs is effective.
27. There are no school procedures for assessing pupils' work in subjects other than English and mathematics. This means that assessment information is not used to adapt the curriculum or to ensure that work is matched to pupils' differing needs. When pupils study electricity in science, for example, no records are kept of the level at which individual pupils achieve. Consequently, when the topic is revisited, account cannot be taken of variations in pupils' prior knowledge and understanding, ensuring that the highest-attaining pupils are challenged and the lowest-attaining ones supported. There are no records of standards achieved across the curriculum to be passed on from one teacher to the next as pupils move up through the school. The lack of comprehensive assessment procedures for the curriculum as a whole limits the standards pupils achieve.

**Marking and homework are not used consistently to support pupils' learning.**

28. All teachers mark pupils' work regularly but there are variations in the quality of marking and the extent to which it contributes to pupils' learning. Many teachers provide positive comments to pupils which contribute to their self-esteem. Occasionally, praise is over used, for example, feedback being given that work in mathematics is 'excellent' when there are some errors in the pupil's work. There are few examples of constructive comments to help pupils to know how to improve their work.

29. The use of homework is inconsistent and is not used well in the school as a whole to develop or reinforce work undertaken in class. There are, however, examples of homework being used well. In Year 5, there is regular provision of English and mathematics homework. The amount of homework set does not increase progressively as pupils move up through the school. In Year 6, it is not sufficient to prepare pupils for the next phase of their schooling. Parents are unsure of what homework is expected each week because of the inconsistent practice.

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

30. To rectify the weaknesses, while maintaining the many strengths of the school, the governing body, headteacher and staff should:

- establish a systematic approach to checking the quality of teaching and the curriculum to include the observation of lessons, scrutiny of planning and the analysis of pupils' work, with involvement of the subject co-ordinators;  
(Paragraphs 22–25)
- develop procedures for assessing pupils' knowledge, understanding and skills in all subjects, and use the information gained to ensure that work is matched to pupils' differing needs;  
(Paragraphs 26 and 27)
- ensure that marking provides pupils with guidance on how to improve their work, and that homework is used on a regular basis to develop the work covered in class.  
(Paragraphs 18, 28 and 29)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	17
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	6	35	47	12	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)	-	161
Number of full-time pupils eligible for free school meals	-	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	1
Number of pupils on the school's special educational needs register	-	29

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	9
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	3.5
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	10	14	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	10	8
	Girls	13	13	13
	Total	21	23	21
Percentage of pupils at NC level 2 or above	School	88 (100)	96 (96)	88 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	8
	Girls	13	13	13
	Total	20	20	21
Percentage of pupils at NC level 2 or above	School	83 (92)	83 (88)	88 (92)
	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	10	11	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	9
	Girls	10	10	10
	Total	20	20	19
Percentage of pupils at NC level 4 or above	School	95 (74)	95 (78)	90 (78)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	10	10	10
	Total	20	20	20
Percentage of pupils at NC level 4 or above	School	95 (83)	95 (87)	95 (87)
	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	161
Any other minority ethnic group	0

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

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

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

Total number of qualified teachers (FTE)	7.6
Number of pupils per qualified teacher	21.18
Average class size	26.83

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

Total number of education support staff	4
Total aggregate hours worked per week	51

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	-
Number of pupils per qualified teacher	-

Total number of education support staff	-
Total aggregate hours worked per week	-

Number of pupils per FTE adult	-
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*FTE means full-time equivalent.*

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

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

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Financial information***

Financial year	1999/00
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	£
Total income	251,986
Total expenditure	253,656
Expenditure per pupil	1,615.64
Balance brought forward from previous year	27,318
Balance carried forward to next year	25,648

## Results of the survey of parents and carers

### Questionnaire return rate

44.72%

Number of questionnaires sent out

161

Number of questionnaires returned

72

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	3	0	0
My child is making good progress in school.	60	35	4	0	0
Behaviour in the school is good.	60	38	3	0	0
My child gets the right amount of work to do at home.	26	31	19	13	7
The teaching is good.	53	44	1	0	1
I am kept well informed about how my child is getting on.	56	39	4	1	1
I would feel comfortable about approaching the school with questions or a problem.	74	21	1	4	0
The school expects my child to work hard and achieve his or her best.	67	28	3	1	1
The school works closely with parents.	39	47	10	4	0
The school is well led and managed.	43	31	4	15	7
The school is helping my child become mature and responsible.	47	50	0	0	3
The school provides an interesting range of activities outside lessons.	31	36	21	7	6