

INSPECTION REPORT

ST HILDA'S RC PRIMARY SCHOOL

Whitby

LEA area: North Yorkshire

Unique reference number: 121658

Headteacher: Miss P E Crabtree

Reporting inspector: Mr P B McAlpine
21552

Dates of inspection: 22-23 April 2002

Inspection number: 190829

Short 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 aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Waterstead Lane Whitby North Yorkshire
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Appropriate authority:	The governing body
Name of chair of governors:	Rev J Loughlin
Date of previous inspection:	25 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is very small compared to the national average. Over the years, the number of pupils has fluctuated and the school is under-subscribed. Currently there are 64 pupils, which is the same as at the time of the previous inspection. There are a third more boys than there are girls; this is unusual compared to other schools yet similar to the last inspection. The pupils are organised into three class groups, each being smaller than is typical and each containing two or more year groups. The social and economic backgrounds of pupils at the school cover a typical range and are similar to most schools. The proportion of pupils eligible for a free meal, 12 per cent, is below average and broadly the same as the previous inspection. The proportion with special educational needs, 19 per cent, is average and has remained constant since the previous inspection. Three pupils have a statement of special educational need and face significant difficulties, including Downs' syndrome and hearing impairment; the proportion of pupils with a statement is well above average. Pupils are mainly from white United Kingdom families. One pupil is Turkish and speaks English as an additional language. Currently, no pupil is from a Traveller or refugee family; this has not always been the case in recent years. The proportion of pupils joining or leaving the school at other than the usual time, 14 per cent, is above average. Attainment on entry varies each year, reflecting the small size of each cohort; it was above average in 1998 and 2001 but, taking the last five years, is average overall. On entry in 2001, the four-year-olds scored highly as a group in personal and social development and in speaking and listening; letter knowledge and phonic awareness, however, were below average overall. The headteacher has a significant daily class teaching commitment and this reduces the time she has for management tasks.

HOW GOOD THE SCHOOL IS

This is a good school. Nearly all pupils attain or exceed the expected national level for their age in English, mathematics and science and the achievement of the oldest pupils in these core subjects is good overall when compared to their attainment in earlier years. Pupils are enthusiastic, responsible, and very well behaved. All of the teaching is satisfactory or better and the teaching in Years 5 and 6 is often outstanding. The headteacher has set a clear educational direction for the work of the school and leads very effectively through the excellent example of her teaching. She has created a united staff, with good teamwork, and a school community that is eager to learn and well behaved. Management at the school is effective. The cost of educating each pupil is much higher than the average, reflecting the extra costs associated with small schools. However, taking into account the standards, achievements, and personal development of the pupils as well as these costs, together with the quality of teaching, leadership, and management, the school gives good value for money.

What the school does well

- Standards among eleven-year-olds are well above average in reading and above average in mathematics and science.
- The attitudes, behaviour, and personal development of the pupils are very good.
- The teaching is good.
- The provision for pupils with special educational needs is good.
- The leadership and management are good.

What could be improved

- Achievement in writing in the juniors and in reading in the infants is not as good as it should be.

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. The school was previously inspected in November 1996. The inspection was successful. Since then, standards have risen, particularly at the age of eleven in English, mathematics, and science, and the teaching has improved significantly. Senior management and the governing body responded positively to the key issues from the previous inspection and the action plan to bring about improvements has been successfully implemented in the main. Subject management responsibilities have been shared among the small number of teachers and subject management is effective. Appropriate schemes of work are in place for all subjects and there is satisfactory continuity and progression in pupils' development of knowledge and skills. The arrangements for monitoring pupils' attainment and progress are consistent and of satisfactory overall quality. The general standard of presentation of pupils' work has improved and is now typical of the majority of schools. The provision for information and communication technology remains a current priority. Enough improvement has been

made in the curriculum and teaching in information and communication technology for improvement to be satisfactory; even so, national expectations have increased in this subject and more work is necessary.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	E	A	B	B
mathematics	E	B	C	C
science	C	C	B	B

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

The small size of each cohort is leading to annual variations that may not always be linked to teacher effectiveness. Once allowance is made for these annual variations, the broad trend at the age of eleven is one of rising standards in English, mathematics and science, which are now higher than they were at the time of the previous inspection. Results in English are based on a composite score from separate reading and writing tests and in 2001 the eleven-year-olds did much better in reading, where results were well above average, than they did in writing, where results were barely average. The results in English and science were better than schools with pupils from similar backgrounds and the same as them in mathematics. The achievement of the eleven-year-olds in 2001 when compared to their attainment at the age of seven was excellent in reading, good in mathematics, and satisfactory in writing. In both writing and mathematics, a small number of pupils who attained the expected national level when aged seven did not manage to repeat their success when aged eleven and this was unsatisfactory.

Results at the age of seven have improved since the previous inspection but not as quickly in reading and mathematics as at the age of eleven. Raising standards in writing has been a focus for school improvement and standards in this subject at the age of seven have risen from well below average to above average in three years. The seven-year-olds did well in writing compared to pupils in similar schools, as well in mathematics, but not as good in reading. Nearly all seven-year-olds attain the expected national level in reading, writing and mathematics. However, too few of them exceed expectations in reading compared to most schools and, in 2001, too many attained the expected national level with the lowest permissible score and this is why standards are not as good as similar schools.

The standard of current work among eleven-year-old pupils is well above average in reading, above average in mathematics and science, and average in writing; this is consistent with the test results. In writing, a few of the junior pupils, particularly in Years 3 and 4, are not making fast enough progress. At the age of seven, the standard of current work is average in reading, writing and mathematics. In reading, several of the seven-year-olds that are more able are underachieving compared to their baseline assessments when aged four. The small amount of evidence seen in other subjects indicates that standards in geography and in information and communication technology are average. In the Foundation Stage, standards among the four-year-olds are broadly average in each of the nationally agreed areas of learning. Pupils with special educational needs are very well provided for and make as much progress as can be expected, sometimes more, given the difficulties they face. The targets for English and mathematics were exceeded in 2001. The targets for 2002 are challenging and the eleven-year-olds are on course to attain them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school and interested in lessons.
Behaviour, in and out of classrooms	Very good. Behaviour in lessons is very good. Playtime and lunchtime are orderly. Pupils show respect for one another. No bullying was seen and little is reported.
Personal development and relationships	Excellent. Pupils show good levels of respect and courtesy towards each other and to adults. Levels of initiative and self-responsibility are high.
Attendance	Very good. The rate of attendance is well above average. There is no unauthorised absence. Punctuality is good.

Pupils arrive promptly and attendance is very good. The pupils did not raise any concerns about bullying or oppressive behaviour. The limited experiences of bullying and other forms of oppressive behaviour that were reported by parents had all been resolved promptly and effectively by the headteacher and her staff. There have been no exclusions in the reporting period.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	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.

The teaching is good overall and this is an improvement since the previous inspection. The teaching in English and mathematics is generally good. The National Literacy and Numeracy Strategies are being implemented effectively in the main and this is leading to effective teaching of phonics and basic mathematical skills. The teaching in almost all lessons motivates and interests the pupils. Discipline is properly maintained throughout. The learning needs of the bulk of the pupils are well met. Pupils with special educational needs and those with low attainment are very well supported and all of them are making progress, sometimes more progress than could be expected given the difficulties they face. In Years 5 and 6, the learning needs are met for all pupils and those with high attainment are thoroughly challenged and make quick progress. This is not always the case in Years 1 and 2 in reading, where the more able pupils are not challenged enough, or in Years 3 and 4 in writing.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Statutory requirements are met. Schemes of work are written and implemented for all subjects. Topics and themes interest the pupils. The termly and weekly planning contains clear learning objectives, many of which are specific to pupils with different levels of attainment.
Provision for pupils with special educational needs	Good. Support assistants are well trained and work effectively with the pupils. Pupils who have trouble with learning are identified early and given work that is well matched to their needs.
Provision for pupils with English as an additional language	Satisfactory. Progress is monitored carefully and learning needs are adequately met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual, moral and social development is very good. Pupils have regular opportunities to explore the purpose of life and personal identity. Pupils learn about right and wrong and the teachers help pupils to acquire a framework of moral and social values. Provision for cultural development is good.
How well the school cares for its pupils	Good. Recent staff training has been provided in child protection. The school has appropriate regard for health and safety. Assessment arrangements are typical of most schools and there is a satisfactory system for tracking the progress of individual pupils.

Pupils with statements of special educational needs are well provided for. The special educational needs policy as

practised is good; the policy document is satisfactory and being reviewed to match the requirements of the revised Code of Practice. Individual education plans vary in sharpness but are satisfactory overall. All relevant statutory requirements are met including those applicable to pupils with statements of special educational needs. The assessment arrangements lead to all pupils being assessed annually in the core subjects and to this data being recorded in a manageable form. The assessment data is being analysed and used to identify priorities for development and this is good practice. The use of the data to monitor the progress that pupils make, rather than their attainment, is not developed as much as it should be, particularly in writing in the juniors and in reading in the infants. Provision for spiritual, moral and social development is a significant strength. Provision for cultural development is good and includes a broad range of visits to museums and places of local interest. Parents' views of the school are that it is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher leads very effectively by example. The educational direction of the school is clear. Teamwork is well established. Delegation is appropriate and all teachers with responsibility are working effectively.
How well the governors fulfil their responsibilities	Typical of most schools. All relevant statutory requirements are met.
The school's evaluation of its performance	Satisfactory. Good use is made of performance data to identify strengths and weaknesses. The teaching is observed regularly and pupils' work examined by senior management. The school development plan is designed to remedy identified weaknesses.
The strategic use of resources	Satisfactory. The budget is allocated according to spending needs and to development priorities. Principles of best value are properly applied.

Relevant priorities have been identified for school development. The school development plan is satisfactory in quality and provides adequate educational direction although the extent of improvement required is not always spelt out and so some of the targets are not as measurable as they could be. Governors are properly involved in buildings, staffing, admissions, and financial issues but could be more involved than they are in the curriculum and in monitoring school performance. The school is preparing a race equality policy in line with requirements; it has due regard for racial equality and is developing satisfactory practices to combat racism.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • The good standards and good teaching. • The support for pupils with special educational needs. • The good leadership. 	<ul style="list-style-type: none"> • A few parents are concerned about the amount of homework provided. • In the questionnaire, a relatively large minority responded that the extra-curricular provision is limited.

The inspectors agree with parents about the popularity of the school with pupils, the good standards and teaching, the good provision for special educational needs, and the good leadership. The inspectors do not share parental concerns about homework. The arrangements are typical of most schools and broadly consistent with national guidelines. The headteacher is aware of parental concerns about extra-curricular activity and has acted to improve the situation in the current year. Inspectors think that the extent of extra-curricular provision is satisfactory given the small number of teacher available to provide it.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards among eleven-year-olds are well above average in reading and above average in mathematics and science.

1. Standards among eleven-year-olds have improved since 1996, the time of the previous inspection. The small size of each year group means that direct comparisons of one year's performance with another is not always statistically reliable. Nevertheless the broad trend since 1996, allowing for the annual variations, is one of improvement and more eleven-year-olds attained or exceeded the expected national level for their age in 2000 and 2001 than did so at the time of the previous inspection. In particular, more pupils exceeded expectations. Taking all subjects together, the trend of improvement is broadly in line with the national trend.
2. The results of the 2001 national tests at the age of eleven were above average in English and science and average in mathematics. More eleven-year-olds attained the expected national level in these core subjects than did so in the majority of schools. About half the eleven-year-olds exceeded expectations in English and science and about a third did so in mathematics. The amount of high attainment in English and science is much greater than the majority of schools and this is why the results are above average overall. The eleven-year-olds' results in 2001 in English and science were better than schools with pupils from similar backgrounds; they were the same in mathematics. The results were better than the local average, itself above the national average, with the school having considerably more high attainment. The targets of 66 per cent in English and mathematics were considerably exceeded in 2001. The current eleven-year-olds are on course to exceed the target for 2002 of 77 per cent in English and mathematics. The 2001 targets were based on the attainment of the pupils when aged seven, which was well below average at that time. The same is true of the 2002 targets, which remain challenging because of the large proportion of pupils who only just managed to attain the level expected of a seven-year-old in 1998.
3. The achievement of the current pupils in Year 6 is good in each of the core subjects compared to their attainment when aged seven. All of them have made the expected amount of progress since the age of seven and several have exceeded expectations. Comparing the attainment of the eleven-year-olds tested in 2001 with their attainment in 1997 shows that achievement in reading was excellent. All of these pupils made the expected progress over the junior years and nearly half of them exceeded expectations. All of those who attained the expected level with the lowest permissible score in reading in 1997 attained the level expected of an eleven-year-old in 2001 including one pupil who exceeded expectations. Nearly all pupils who attained the average score for a seven-year-old in 1997 went on to exceed the expected national level in 2001. Achievement in writing is satisfactory, with 73 per cent making the expected progress over the four junior years, but not as good as in reading. Achievement in mathematics is good, with 82 per cent making the expected progress and about one in five pupils exceeding expectations.
4. The proportion of pupils currently in Year 6 who are on course to attain or exceed the expected national level by the end of the school year is larger than the 2001 national average. Many pupils are likely to exceed expectations, with some already doing so, particularly in reading where the proportion is particularly high. Nearly all pupils in Year 6 are independent readers. They have a full range of phonic skills, enabling them to tackle unfamiliar words with confidence, and have well developed comprehension skills that enable them to make appropriate inferences and deductions, for example, about characters' motives and the author's main themes. When talking about a text, they refer to specific sections to support their ideas and opinions. Many pupils are able to read and understand texts of adult level of difficulty. In mathematics, nearly all of the Year 6 pupils are able to use all four operations confidently, both mentally and on paper, at the level expected for their age. They have a good grasp of decimals and can readily convert these to fractions. They understand percentages and can quickly find percentages of numbers, such as 25 per cent of 120. The relatively large group of higher attaining pupils is able to use long multiplication and division methods using big numbers and can find the diameter, radius and circumference of a circle. In science, almost all of the pupils have a broad knowledge of the National Curriculum programme of study and have developed appropriate skills of scientific investigation.

The attitudes, behaviour, and personal development of the pupils are very good

5. The pupils are eager to come to school and attendance is very good. In the parents' questionnaire, 98 per cent said that children like school, with 80 per cent holding this view strongly; this is much higher than is typically found. Pupils are given considerable trust, for example, to enter the building when they arrive in the morning to deposit coats and bags in cloakrooms before going outside to play and no one abuses such privileges. Some

pupils stay inside after their arrival to help teachers get ready for the start of teaching or get involved with different activities and respond to these opportunities very constructively. The pupils show high levels of responsibility and self-control and older pupils in particular manage for themselves many of the small day-to-day tasks in lessons promptly and efficiently, such as getting paper and pencils. Registration is very orderly and efficient, with pupils cooperating fully. In lessons throughout the school, pupils respond well to questions, demonstrate sustained interest in what is taught and concentrate on tasks until they are finished. They work industriously in various groups, collaborate effectively, and share responsibility well, with these skills increasing as they get older. Behaviour is very good overall, with all pupils conforming to the expectations of the headteacher and her staff nearly all of the time; exceptions are very infrequent. Lessons are very orderly and free from oppressive behaviour. Teachers rarely have to spend time on discipline matters. Breaks and meal times are civilised, with pupils showing good levels of respect for others and mutual understanding. Nearly all pupils show typical or better levels of initiative and courtesy. During the inspection, the older pupils regularly offered to open doors, show directions, find chairs and get books without prompting from their teachers. These personal and social skills were applied to fellow pupils as well as to adults, demonstrating high levels of maturity.

6. The provision that the school makes to cultivate pupils' personal development, including their spiritual, moral, and social is very good and this is why pupils' attitudes and standards of behaviour are so high. The ethos of the school, reflecting primarily the very high expectations and very good example of the headteacher and her staff, promotes considerable loyalty, interest and enthusiasm and very good levels of behaviour. Expectations are clear, well shared within the school community, and consistently upheld by teachers and the pupils themselves. Adults are always on hand to supervise and to become involved where necessary. Links with parents are good and there is effective liaison with parents over the personal development of pupils and their behaviour.
7. In lessons, the teachers are skilled at anticipating potential misbehaviour and diverting attention away from trouble and onto the task in hand. In a good phonics lesson with pupils in the Reception Year, the teacher anticipated a potential outburst from a five-year-old whose skills of sharing and participation were not as well developed as the others in the group and very cleverly defused the situation. The teacher showed patience and understanding as well as firmness in not letting one grumpy person draw others into confrontation and derail learning for the group. The teacher quickly move on and without knowing it, the child was given time to reflect; without being obvious, the teacher allowed other pupils to demonstrate how the task was to be completed and how to behave. Having been pulled back from the brink of confrontation, the child later participated and completed the task, following the example of others. Regularly in lessons, opportunities are made to explore moral issues and to help pupils to acquire an appropriate set of values.
8. Pupils, when spoken to, say that behaviour is good and that they like school because it is small and they are all friends. If problems arise, they say that the teachers quickly sort them out. Some problems related to behaviour and bullying are brought to the Healthy School committee, which has pupil representation and involves children in deciding on action to be taken. Pupils on this committee showed considerable maturity when discussing what has happened and the reasons for the decisions taken.

The teaching is good

9. All of the teaching is satisfactory or better, including half that is good and a further quarter that is excellent. Although the sample of lessons seen is small it is sufficient to show that the quality of teaching has improved significantly since the previous inspection when, with a much bigger sample, no lessons were very good or excellent. The excellent teaching is in the Year 5 and 6 class. Overall, the teaching is better in quality than the typical national picture, although caution is necessary in interpreting performance based on a small sample.
10. In an excellent English lesson with Year 6 pupils, the teacher very effectively increased pupils' knowledge and understanding of persuasive writing by firstly exploring how Shakespeare used persuasion in Mark Anthony's speech in Julius Caesar and then how modern writers did so when writing about fox hunting. The teacher's very good subject expertise, high quality questioning and very clear explanations excited and motivated the pupils so that they gave of their best, engaged with the writer's ideas and quickly extended their knowledge and skills. There was a particular emphasis on pupils using the text to support their views about the writer's arguments and techniques. By the end of the lesson, all of the pupils were carefully and thoughtfully selecting specific phrases and expressions from the text to justify their comments.
11. In an excellent mathematics lesson with Year 5 and 6 pupils, the main teaching very quickly extended pupils' knowledge of percentages of large numbers and practical, mental methods of finding them. The main teaching began by exploring practical methods of finding 50 per cent and 25 per cent of 120, first using the pupils' strategies and then by using equivalent fractions of half and a quarter, which the high attaining pupils had

suggested. The challenge increased as pupils explored finding 10 per cent and one per cent of 120 and then a range of other percentages. To find the answers the pupils had to employ a wide range of strategies including doubling, halving, tripling and so on. As the lesson proceeded, the pupils became highly motivated, gained significant insights into the ideas being explored and began to be very confident in applying their strategies to numbers much larger than 120. By the end of the lesson, all of the pupils had made significant gains in their knowledge and the Year 5 pupils, for example, attained a level of understanding that was a year or more ahead of expectations.

12. In good lessons, almost all pupils gain worthwhile new knowledge and extend their skills appropriately. In all lessons, relationships between pupils and their teacher are good, reflecting the high expectations that pupils will behave and be courteous. Basic mathematical skills are effectively taught throughout the school and there is a strong emphasis on mental mathematics. In a satisfactory mathematics lesson in Years 3 and 4, the teacher ably challenged the high attaining pupils when exploring multiples of three by extending the calculations to relatively large numbers. Phonic and basic reading skills are systematically taught. In a good lesson in the Foundation Stage, the teacher concentrated on initial sounds and letters, first by getting pupils to hear and identify initial sounds orally and then by introducing print. By the end of the short but appropriate session, the Reception Year pupils were blending letters and sounds to make simple words. Teachers' lesson planning is adequately detailed, with provision for different groups within a class, and is invariably effective.

The provision for pupils with special educational needs is good

13. Pupils with special educational needs are well provided for in lessons and when working individually or in small groups. When withdrawn, the work and learning is of good, often very good, quality. It is sharply tailored to learning needs, and is managed efficiently and effectively so that the pupils make worthwhile gains each session. In a very effective session with four junior pupils, there was a strong emphasis on phonics and word level tasks. The assistant was well trained and experienced; for example, she effectively stimulated careful listening skills so that pupils became attuned to hearing and locating the position of different sounds in words before getting them to use this knowledge with letters and words in print. By the end of the session, the pupils were confidently and quickly blending the letters and sounds that they could identify into short three-letter words. The increased confidence and speed when using these skills were significant improvements compared to the start of the session.
14. Teachers and the assistants know the pupils well and work hard to meet particular needs. Currently, for example, two pupils have specific difficulties with communication. Teachers and assistants, using their own time, have learnt British sign language and are helping others in the class to do the same. This is enabling good communication with pupils who have specific difficulties and is cultivating a strong sense of inclusiveness and mutual support that encompasses all at the school.

The leadership and management are good

15. The school is well led. The headteacher has established a clear educational direction to the work of the school and leads very effectively by example. There is a strong sense of common purpose among the teachers and others at the school, including the pupils, and this is leading to improvement and rising standards. Teamwork is well established. The headteacher is motivating her staff, providing leadership towards good practice in teaching, and is building a high-performing team.
16. The management of the school is effective. The headteacher has a significant daily class teaching commitment amounting to half of each day and this restricts her time for school management. Delegation is appropriate and effective and managers of core subjects are fully involved in monitoring lessons and pupils' work. The arrangements for monitoring and evaluating the performance of the school are satisfactory and senior management has identified relevant priorities for development. School priorities for development are identified through satisfactory processes of self-evaluation and the current priorities are relevant to school development needs. Senior management is thinking ahead appropriately and managing change sensibly over time. Arrangements for performance management have been established and are being used effectively. Senior management, as part of performance management as well as general school development, is monitoring teaching and the findings are helping to identify priorities for development at individual teacher and whole school level; this is good practice.
17. The governors carry out their role in a manner that is typical of the majority of governing bodies and all relevant statutory requirements are met. The roles of individual governors are properly defined and allocated. The minutes of governor meetings show involvement across the full spectrum of responsibilities. Finances are managed

prudently. Best value principles are applied to the use of resources. A budget surplus that is relatively large proportionally has accumulated. In real terms, the amount is not excessive and is earmarked for improvements to fencing, which have been delayed while issues concerning public rights of way are resolved.

WHAT COULD BE IMPROVED

Achievement in writing in the juniors and in reading in the infants is not as good as it should be

18. Raising standards in writing is a current school priority. In the 2001 tests, only 60 per cent of the eleven-year-olds attained the expected national level and nearly a third of the pupils made insufficient progress during their junior years. In the infants, the picture is more positive, with almost all pupils attaining the expected level. Current standards in Year 6 are satisfactory but could be higher. The writing of the highest attaining pupils is very well organised. Paragraphs are used and punctuation and spelling are very accurate. Several pupils, however, do not develop main themes in writing clearly enough, still get confused over the use of speech marks and other forms of punctuation, and do not spell consistently enough to be confidently on course to attain the expected national level by the end of the year. In Years 3 and 4, the teacher does not have access to a white board, for example, and this is limiting the extent to which she can use shared writing methods effectively. The pupils' work throughout the juniors shows too few opportunities in English and in other subjects for sustained independent writing and not enough emphasis on guided writing.
19. In the 2001 tests, nearly all of the seven-year-olds attained the expected national level for their age in reading but only a relatively small proportion attained a higher level. The baseline assessments for these pupils when they were aged four show that more of them might have been predicted to exceed expectations than actually did so. The baseline assessments also show that more pupils than might be predicted are successful in attaining the expected level at the age of seven, reflecting the effectiveness of the teaching in supporting pupils with low attainment. Nearly all of the current Year 2 pupils are well launched into reading including some pupils who entered with low attainment. A few are exceeding expectations but not as many as might be predicted by the baseline assessments. The shared reading methods from the National Literacy Strategy are being implemented effectively in this age group but not enough emphasis is being placed on guided reading methods to extend the attainment of the more able pupils. In addition, many of the pupils in Year 2 are selecting books for independent reading, and for reading when at home, which have insufficient challenge in them and this should be remedied.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. Standards in reading have improved more quickly at the age of eleven than they have at the age of seven. In particular, the more able seven-year-olds could achieve higher standards in reading. With writing, standards at the age of seven have improved quickly but those in the juniors are not as high as they could be. The headteacher and her staff, with the support of the governing body, should:

- raise standards in reading in the infants to at least the average of similar schools by:
 - improving the effectiveness of guided reading methods, particularly with the more able pupils;
 - providing reading material for high attaining pupils that is consistently challenging;
 - monitoring, measuring and evaluating the progress of pupils closely and acting to increase progress where there is evidence that it is slowing;
 - setting relevant, measurable targets for improvement and then reporting regularly to governors on progress towards the targets;
(Paragraph 19)

- raise standards in writing in the juniors to levels that are comparable with those in reading by:
 - improving the effectiveness of the teaching of shared and guided writing;
 - increasing the frequency and range of opportunities for sustained independent writing in English and in other subjects;
 - monitoring, measuring and evaluating the progress of pupils closely and acting to increase progress where there is evidence that it is slowing;
 - setting relevant, measurable targets for improvement and then reporting regularly to governors on progress towards the targets.
(Paragraph 18)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

8

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
Number	2	0	4	2	0	0	0
Percentage	25	0	50	25	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 12 percentage points.

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 known to be eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs

YR-Y6

Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	12

English as an additional language

No of pupils

Number of pupils with English as an additional language	1
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	3	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	Confidential	Confidential	Confidential
Percentage of pupils at NC level 2 or above	School	89 (73)	89 (73)	89 (73)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	Confidential	Confidential	Confidential
Percentage of pupils at NC level 2 or above	School	89 (82)	89 (82)	89 (82)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	4	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	Confidential	Confidential	Confidential
Percentage of pupils at NC level 4 or above	School	89 (92)	75 (85)	92 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	Confidential	Confidential	Confidential
Percentage of pupils at NC level 4 or above	School	58 (77)	75 (77)	75 (77)
	National	72 (70)	74 (72)	82 (79)

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	57
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	18.57
Average class size	21.66

Education support staff: YR-Y6

Total number of education support staff	3
Total aggregate hours worked per week	77

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	181559
Total expenditure	174954
Expenditure per pupil (based on 68 pupils)	2573
Balance brought forward from previous year	19232
Balance carried forward to next year	25837

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	65
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	18	2	0	0
My child is making good progress in school.	65	25	10	0	0
Behaviour in the school is good.	83	15	2	0	0
My child gets the right amount of work to do at home.	45	45	5	5	0
The teaching is good.	83	15	2	0	0
I am kept well informed about how my child is getting on.	53	40	2	5	0
I would feel comfortable about approaching the school with questions or a problem.	80	20	0	0	0
The school expects my child to work hard and achieve his or her best.	70	28	0	0	2
The school works closely with parents.	63	33	2	2	0
The school is well led and managed.	83	15	2	0	0
The school is helping my child become mature and responsible.	73	25	2	0	0
The school provides an interesting range of activities outside lessons.	23	52	10	5	10

Other issues raised by parents

Parents raised no other issues.