

INSPECTION REPORT

MYDDLE CE PRIMARY SCHOOL

Shrewsbury

LEA area: Shropshire

Unique reference number: 123487

Headteacher: Miss L Jeffery

Reporting inspector: Mrs Mary Speakman
21581

Dates of inspection: 24th – 26th January 2000

Inspection number: 190962

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

© Crown copyright 2000

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Myddle CE Primary Myddle Shrewsbury Shropshire SY4 3RP
Telephone/Fax number:	01939 290834
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Russell Purslow
Date of previous inspection:	16 th –18 th January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mrs Mary Speakman	Registered inspector
Mr Michael Romano	Lay inspector
Mrs Megan Spark	Team inspector

The inspection contractor was:

*Criterion School Inspections
Juniper House
23 Abbots View
Abbotswood
Cinderford
Gloucestershire
GL14 3EG*

Tel/Fax: (01594) 829222

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

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

REPORT CONTENTS

	Pages
PART A: SUMMARY OF THE REPORT	6-10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11-15
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17-20

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Myddle Primary School is a Church of England voluntary controlled school in Myddle, a village about eight miles north east of Shrewsbury. Pupils come from the village of Myddle and the surrounding area. Most pupils come from a white British background. Two pupils speak English as an additional language. There are 89 pupils on roll between the ages of four and eleven. At one per cent, the proportion of pupils claiming free school meals is low. There are 15 pupils on the school's register of special educational needs and two pupils have Statements of special educational need. The attainment of the pupils on entry to the school is broadly similar to that found nationally.

HOW GOOD THE SCHOOL IS

Myddle Primary School is a good school with many very good features. The overall standard of teaching is good as is the pace of learning. The pupils achieve high standards. The school is very well led by an effective head teacher and an informed and involved governing body. The school gives good value for money.

What the school does well

- High standards are achieved in English and mathematics, at both key stages, and the older pupils in Key Stage 2 often achieve very high standards.
- The overall quality of teaching is good and much of the teaching for pupils in Years 5 and 6 is very good.
- The head teacher and governing body work in close partnership to give very effective leadership.
- The school is very successful in promoting pupils' extremely positive attitudes to learning and to each other.
- Procedures for ensuring pupils' welfare and personal development are very good.
- The curriculum provides pupils with a broad range of opportunities and is effectively designed for a school of this size.

What could be improved

- In year 2, pupils' rates of progress, their pace of learning in some lessons, and expectations of what they could achieve.
- Provision for cultural development in order that pupils have sufficient opportunity to appreciate the diversity and richness of cultures other than their own.
- Identification of opportunities, within the curriculum, to give pupils time for reflection.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in January 1996 it was judged to be good. Standards in all subjects have either improved or been maintained since the last inspection. The school has made very good progress in addressing the Key Issues from the previous inspection, with the result that effective provision is now made for religious education, art, physical education and music and, consequently, standards in these subjects are much improved. The building of a new school hall in the near future will provide additional facilities for developing physical education further. The overall quality of teaching has improved and the majority of teaching is now either good or better. The school has developed a very rigorous and effective approach to the monitoring of teaching. There are very thorough systems in place for the monitoring of pupils' progress and the identification of areas for improvement. From these findings, pupils' individual learning targets are devised. The school has made good progress in addressing the Key Issues from the previous inspection and there is a good capacity for further improvement.

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	
	97	98	99	99	
English	A	A	A*	A*	very high A well above average * above average A B
Mathematics	B	A	A	A	Average C below average D
Science	C	A	B	C	well below average E

Standards at the end of Key Stage 2, have improved from year to year, (taking English, mathematics and science together). In 1999, the overall standard achieved was very high in comparison with the national average and well above the average for similar schools. Attainment in science was judged to be above average, with the percentage of pupils reaching Level 4 very high at 100 per cent, however, the number of pupils reaching Level 5 or above was close to the national average at 29 per cent. In English, the number of pupils achieving Level 5 or above was very high, at 71 per cent, and in mathematics, 43 per cent of pupils reached Level 5 which was well above average. The trend in improvement is above the national trend. The work seen in Key Stage 2 generally confirms the high standards achieved in the tests. In 1999, the school's results in English place them in the top five per cent of schools nationally.

At the end of Key Stage 1, standards in the National Curriculum tests and teachers' assessments have varied from year to year but, overall, standards in reading, writing and mathematics from 1998 to 1999 show marked improvement. Standards of attainment in the 1999 National Curriculum tests in reading and mathematics were above national averages. This is below the standard for similar schools in reading and in line with similar schools in mathematics. Standards in the 1999 tests in writing were judged to be very high in comparison with the national average and in line with similar schools. Standards in writing seen during the inspection were high, but not as high as the previous year's test results might suggest. However, the number of pupils currently in Year 2 is too low for such variations in standards to be of any significance. Standards seen in mathematics during lessons, and when studying pupils' work, were variable. Younger pupils at Key Stage 1 make a good start in mathematics, but progress slows for the older pupils when work lacks sufficient challenge. Children who are under five make a secure start to school life and by the time they start on the National Curriculum programmes of study are achieving standards that are similar to those seen nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school. They are keen to learn and respond very well to the challenges they are set.
Behaviour, in and out of the classrooms	Pupils behave very well around the school and in the playground. They work and play together with a high level of consideration for each other's views and needs.
Personal development and relationships	Pupils' personal development is very good. They grow in confidence and become increasingly aware of their role within the school community.
Attendance	Attendance is good.

Pupils' personal development is a particular strength. The various systems the school has in place enable pupils to grow into thoughtful and considerate young people who take responsibility for their own work and are willing to play a full part in the life of the school and classroom.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Satisfactory	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 of the youngest children is good. Overall, the teaching of English and mathematics for pupils up to the age of seven is satisfactory and there are many instances of good teaching. The very occasional unsatisfactory lesson, although carefully planned, moves slowly and often the work does not challenge pupils sufficiently. There is evidence that work that had been covered and understood in an earlier class was covered again unnecessarily in the following year. When this happens, it slows the pace of pupils' learning. The teaching of English and mathematics at Key Stage 2 is good overall, with instances of satisfactory teaching. Some lessons are very good.

The pace of learning is good through most of the school and very good for pupils in Years 5 and 6.

Almost one-fifth of teaching is very good or better, with 94 per cent satisfactory or better, and six per cent unsatisfactory.

The teaching of literacy and numeracy is good overall. There are many opportunities for pupils to develop their literacy and numeracy skills across the whole curriculum, particularly in science, history and geography.

Pupils who have special educational needs are provided for well. Teachers modify the work set for these pupils when necessary to ensure that they are suitably challenged. Appropriate provision is made for the two pupils who speak English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and offers a wide range of worthwhile opportunities.
Provision for pupils with special educational needs	Pupils are well supported in their learning. Their individual education plans provide relevant targets although some would benefit from including more specific detail. The records of the progress pupils are making are particularly detailed and useful for further planning.
Provision for pupils with English as an additional language	There is effective provision for these pupils. The school makes good use of advice and support from local agencies.
How well the school cares for its pupils	There are very effective procedures for child protection in place. Monitoring of pupils' progress in all subjects is extremely thorough.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is a strong commitment to ensuring that pupils understand the difference between right and wrong and follow the principles of good behaviour in school. The school offers pupils many opportunities to appreciate their own culture but there are insufficient opportunities to appreciate other cultures.

Throughout the school, pupils have personal interviews with their class teacher to discuss their progress and, from these discussions, personal targets are set and agreed with the pupils. The parents receive a copy of their children's targets. The school council enables pupils to discuss issues related to school life in a formal setting and initiate improvements to school organisation.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very strong leadership, managing her responsibilities very well whilst maintaining a very high teaching commitment. She has a clear vision of how the school is developing and an accurate perception of what needs to be done next to enable the school to improve further. She is efficiently supported by an experienced deputy headteacher.
How well the governors fulfil their responsibilities	The governors provide very effective support. They use their professional skills to benefit the school.
The school's evaluation of its performance	Governors and staff are involved in planning for the development of the school. They evaluate earlier achievements and identify, realistically, those areas in need of further development.
The strategic use of resources	The school makes appropriate use of additional funds provided to support pupils with special educational needs. Spending decisions are carefully linked with the school's priorities for improvement.

There is a very thorough programme of monitoring of teaching, through direct observation and scrutiny of planning. This is having a positive impact on the quality of teaching and provides

teachers with support which is accurately focused. Considerable support is given to new and inexperienced teachers to plan effectively for their mixed-age classes. The school applies the principles of best value to its spending decisions very well. The governing body finance committee monitor and evaluate the effectiveness of general expenditure and the costing of initiatives for school improvement. With the head teacher they scrutinise test results and identify where additional support is needed. Some governors take part in the monitoring of teaching within the school. Considerable savings have been made because all the money allocated to provide teaching cover for the head teacher has not been used and the accrued funds are being used to pay for additional support for less able pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Good standards in literacy and numeracy. • The school's approach to personal development and the behaviour policy. • The homework policy. • Parents feel valued and welcomed in the school. Their suggestions are usually responded to very positively. • Out of school clubs. 	<ul style="list-style-type: none"> • Inconsistencies in implementation of homework and discipline policies. • Reports give insufficient information about their children's progress. • Accessibility by parents to all teachers.

The inspectors investigated all the parents' concerns. Arrangements for the accessibility of teachers to parents are appropriate. Currently, two of the four full-time teachers are temporary members of staff and, therefore, not so well known to the parents. Provision for homework at both key stages was found to be linked well to the current curriculum. At Key Stage 2, individual pupils' homework is sometimes adjusted to match their targets for improvement which may account for the perception of inconsistency. Reports of pupils throughout the school were scrutinised. The inspectors judged the annual reports to parents about their children's progress to be of very high quality indeed. Sometimes the language used in the reports is obscure to the lay person and needs explanation. No evidence of inconsistency in response to behaviour difficulties was noted or reported to inspectors during the week of the inspection.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

High standards are achieved in English and mathematics at both key stages and the pupils in Years 5 and 6 often achieve very high standards.

1. Children enter into reception with a wide spread of abilities but generally they attain at the standard usually seen at this age in language, literacy and mathematical development. Their level of personal and social development is generally better than that usually seen. By the time pupils are seven, they are achieving standards in English and mathematics that are higher than average. By the time pupils leave the school at the age of eleven, they are achieving standards in English and mathematics that, overall, are very high indeed.
2. There are particular strengths in speaking, listening and writing at both key stages. Children's speaking benefits through their participation in independent activities in the role-play area, where they learn to explain themselves clearly and begin to listen to their friends with increasing concentration. Pupils develop as confident speakers and listeners as they move through the school, they learn to respond clearly to teachers' questioning and to answer questions in detail. They talk confidently in front of an audience such as the whole class and during group work. In literacy lessons, older pupils discuss the texts they are reading in a mature way for their age. They express their views on aspects of the writing, and listen to each other's ideas. They discuss the quality of the writing in an interesting way, using a wide vocabulary. They quickly pick up technical language. For example, in science 'soluble' and 'solubility' are introduced. Pupils soon use the terms quite naturally in speaking and writing.
3. Standards in reading are high throughout the school. The younger children make a good start to reading, they enjoy sharing books with their friends and benefit from taking part in group-reading activities with their teacher. As they move through Key Stage 1, they learn to use letter sounds, the surrounding text and their recognition of common words to help them understand unknown words. Pupils are positive about the books they read, and are keen to discuss the plot and underlying humour in stories. This good progress continues through Key Stage 2. Pupils learn to use skills of personal study. In discussion, they identify their favourite authors and discuss their reading preferences with assurance.
4. Children have a good start in reception where they are given many opportunities to develop an interest and skill in writing. There are carefully structured independent activities in the well resourced writing corner. 'Writing' activities are provided for in the role play area. Pupils' writing develops well as they move through the school. Many pupils in Year 2 write expressively about the trials and tribulations of the pilgrims on the Mayflower. Written work is logically structured, punctuated accurately, and handwriting is legible and even. As they move through Key Stage 2, pupils write for many purposes in history, science and geography. The older pupils produce well presented lengthy studies about aspects of these subjects including studies of Tudor and Victorian life, and in geography they complete well written river studies. These extended pieces are very well presented. Pupils show considerable flair in presenting their work attractively with relevant illustrations, photographs, or diagrams.
5. The youngest pupils are developing confidence handling numbers and work co-operatively together on practical tasks that introduce new learning and then enable them to consolidate what they have learnt. As pupils move through Key Stage 2, the pace of learning is generally good. Pupils are set work that is well matched to their ability, and younger more able pupils in a class tackle demanding work with confidence which presents a stimulus to older pupils to work even harder.

6. As they move through the school, pupils are acquiring good scientific skills and knowledge. Pupils in Year 2 acquire a good range of scientific language. They explain very precisely how an electric circuit works to light a bulb, using accurate terminology. Pupils in Year 6 understand the need for a fair test and what will happen if features of a test are varied. They make sensible predictions about what may happen and record their findings, neatly, in a variety of ways. Science work is well presented and older pupils, in particular, take considerable pride in organising their work logically. Pupils generally have good skills in information technology, although at Key Stage 1 these are mainly limited to word processing skills. At Key Stage 2, pupils broaden their capabilities considerably, use information technology to support their work in other subjects such as English, mathematics, design and technology, geography and art.
7. Standards in all subjects have been maintained or improved since the last inspection. Pupils have a broader experience in art than at the time of the last inspection and are achieving good standards using a wide range of media including clay, charcoal and fabric as well as paint and pastel. At Key Stage 2, pupils maintain sketchbooks for experimentation and planning. They learn about the techniques of notable artists such as Constable and Monet, and produce work interpreting their styles. Standards in music at Key Stage 2 were found to be low at the time of the last inspection. There has been a good level of improvement in most aspects of provision. Pupils have regular opportunities to perform, compose and appraise their work and to listen to a range of music. Pupils are particularly adept at appraising the quality of each others work. Teachers insist that they use accurate musical language; it is not considered precise enough to say that a composition is 'good'. Pupils sing tunefully in assembly, but singing in music lessons tends to lack zest and commitment. Provision for religious education now meets the requirements of the Local Agreed Syllabus and standards achieved in individual lessons are good or very good.

The overall standard of teaching is good and much of the teaching for pupils in Years 5 and 6 is very good.

8. The quality of teaching has improved since the last inspection and, overall, it is good with some very good teaching for the pupils in Years 5 and 6.
9. Teachers organise their mixed age classes most efficiently. Lessons are carefully planned and take account of the wide age span and levels of ability within the classes. All teachers have a good grasp of the requirements of the literacy and numeracy strategy and, in most cases, demonstrate the necessary levels of technical skill to deliver the key elements of these strategies effectively. Most lessons move at a brisk pace and there are high expectations of pupils to work hard, both in whole-class sessions, and when they work independently at group or individual activities. One particular feature of most lessons is that teachers share the objective of the lesson with the pupils and then revisit it, towards the end of the session, to consider whether it has been achieved. Pupils are set homework that relates well to their current learning.
10. Because lessons are interesting and motivate pupils, they usually concentrate and work hard. At Key Stage 2, the consistent focus in lessons on appraising their own and others' work enables pupils to evaluate their work with a good measure of objectivity and appreciate the purpose of their learning.
11. Teachers' expertise and efficient organisation ensures that the youngest pupils work in a secure environment. They are provided with a good range of stimulating activities that are well matched to their needs. In the reception class, younger children are appropriately challenged by opportunities, initially provided for the older pupils, and then adapted for their benefit. For example, the whole class looked at artefacts from a Victorian kitchen in preparation for a visit to Shugborough and younger children had the opportunity to draw and model the artefacts, and to take part in role-play linked to the lesson's theme.

12. In an effective religious education lesson seen for pupils in Year 2, the teacher's good level of expertise in the subject enabled her to explain very clearly the similarities between the Bible and the Torah. The pupils were very interested in the lesson, listened carefully and were keen to share their own ideas and experiences.
13. The larger classes at Key Stage 2 are very well organised. In an effective personal and social education lesson for pupils in Years 3 and 4, the teacher provided an interesting range of activities to enable pupils to consider threatening behaviour and how they might deal with it. The lesson included story-telling, discussion and group work that led to dramatic presentation in the hall. All the activities were well linked to the purpose of the lesson. Pupils made good strides in understanding how to cope, appropriately, in these situations.
14. Practical work is well organised, although sometimes space within the classroom is a constraining feature. In Years 5 and 6, during a successful science lesson about the solubility of various substances, equipment was readily available for pupils and health and safety issues were well attended to, however, pupils did not have the opportunity to select any of the equipment for themselves. In a very good art lesson for these pupils, a wide range of high quality brushes and papers was provided and pupils selected what they needed to create the required effect. They produced some interesting landscapes using the techniques that had been discussed earlier in the lesson.

The headteacher and governing body work in close partnership to give a very high quality of leadership.

The monitoring of teaching, and of pupils' progress, is very effective.

15. The headteacher provides energetic and purposeful leadership for the school. She has a realistic view of what the school's priorities for improvement need to be. Since her appointment, she has worked hard to drive standards of attainment even higher and has been particularly successful at Key Stage 2. The high expectations of the teachers, combined with careful setting of targets for individual pupils has raised the pupils' sights and their subsequent achievements. The headteacher has ensured that the Key Issues from the previous inspection have been addressed systematically and provision has improved for music at Key Stage 2 and, throughout the school, for art, religious education and physical education.
16. There is an active and knowledgeable governing body. They use their professional expertise and judgement to monitor and support the school's continued educational development effectively.
17. The headteacher, working in partnership with the governing body and the local authority schools' adviser, has implemented a thorough system of monitoring of teaching. The headteacher and teachers, in their roles as curriculum co-ordinators, scrutinise the half-termly work plans and there is direct observation of teaching. A recently appointed member of staff reported that she found the monitoring and feedback extremely useful and supportive in improving her teaching skills.

The school is very successful in promoting pupils' very positive attitudes to learning and to each other.

18. Myddle CE Primary School is a caring and stimulating school and pupils come into school with enthusiasm, ready to work hard. The aims of the school provide a clear framework within which pupils' positive attitudes are engendered.
19. When the younger pupils work co-operatively with each other sharing a number game, organising the counters and who is going to take turns next, they are not only acquiring good numeracy skills, but also developing positive attitudes towards each other and

acquiring independence in seeing an activity through without immediate adult support. Older pupils work together well in a variety of groups. Relationships are positive, and decisions about what is to be done next are negotiated. For example, in a practical science lesson, pupils very quickly organised their different roles within the group and all contributed their views on the progress of the experiment.

20. The school's expectations of how pupils should behave towards each other are well understood and supported by the pupils. They are reinforced through discussions in class and through personal and social education. Pupils play amicably at break times and share hoops and skipping ropes at lunch time, organising interesting games. Lessons are generally enjoyable and the curriculum is broad and provides many interesting opportunities. Good use is made of the local environment across the curriculum, for instance, when taking photos of locality to use starting points for their own painting, and studying a local river in geography.

Procedures for ensuring pupils' welfare and personal development are very good.

21. There are very clear child protection procedures in place and the permanent staff know their pupils well. Pupils understand that they can share any worries with teachers and parents. This understanding was particularly evident in discussions during a personal and social education lesson for pupils in Years 3 and 4.
22. There are many strategies in place to promote pupils' personal development. Pupils are formally involved in discussing issues related to school through the active school council. The school maintains very detailed records to track pupils' academic progress and these are used very well in the setting of personal learning targets that are agreed with the individual pupils and their parents. Pupils are encouraged to participate in the organisation of their classroom; are expected to tidy up and take responsibility for resources. Library monitors take their duties very seriously and ensure the library is tidy and that pupils can find the books they need. The youngest children are expected to behave responsibly when taking part in independent play activities in the conservatory and to tidy up at the end of the session.
23. Some parents expressed concern over inconsistency in dealing with inappropriate behaviour. This concern was thoroughly investigated by the inspectors through observations at playtime and around the school and by discussions with staff and pupils. There were no indications that this was the case.

The curriculum provides pupils with a broad range of opportunities and is effectively designed for a school of this size.

24. The well designed curriculum ensures that pupils have a broad range of opportunities with a good emphasis on literacy and numeracy. Much of the curriculum is covered through a series of topics that include a range of subjects. This avoids duplication and meets the needs of pupils in mixed-age classes. For example, local studies on the landscape have good links with geography, history, art, information technology and writing. Teachers plan closely together within their key stages. This ensures that what is taught should build effectively on the experiences pupils have had in earlier years. For example, both classes in Key Stage 2 are currently learning about the local environment, but geography for the older class presumes a higher level of map-reading skill than in the lower class. When pupils at Key Stage 1 visited Shugbrough they dressed up in Victorian costume which built well on class lessons that had taken place throughout the key stage.
25. The school provides a very good range of extra curricular activities for pupils, including sporting activities such as hockey and football clubs, and teams compete with other local schools. There is a newly formed ocarina band which is making great strides in performing simple tunes on this instrument. Art and French clubs meet weekly and parent volunteers help supervise these clubs. This means that a high level of

additional activities can be maintained in such a small school to benefit the pupils' intellectual and personal development.

WHAT COULD BE IMPROVED

The pace of learning in some lessons in Year 2 and expectations of what pupils in Year 2 could achieve

26. Lessons are thoroughly prepared for pupils in Year 2. However, the pace at which lessons are delivered is, frequently, too slow to ensure that pupils maintain their interest in what is being taught. For example, a confusing introduction in a numeracy lesson meant that pupils were unclear about what was expected of them; they failed to concentrate and wriggled restlessly. The unsatisfactory start affected the pace and challenge of the remainder of the lesson. In some lessons, activities which are interesting and purposeful to start with go on for too long without being adapted or made more challenging. In an otherwise satisfactory music lesson, pupils were not given the chance to appraise the quality of their performances although they were very keen to do so. Work set in numeracy for pupils in Year 2 does not always build logically on work that has been thoroughly covered and understood in the previous school year. Thus pupils repeat work which is familiar to them.
27. Reading targets set earlier in the school year for pupils in Year 2 need to be reviewed in the light of progress many pupils have made since the targets were set. Expectations of what pupils could achieve in reading in Year 2 could be higher.

The provision for cultural development does not give sufficient opportunity for pupils to appreciate the diversity and richness of cultures other than their own.

28. Discussions with pupils show that they have good awareness of the achievements of their own culture, for example, through studies of notable figures in art and music, and through visits to places of cultural interest, such as Shugbrough. Opportunities to learn about major world faiths are built into a broad religious education programme. However, discussions with older pupils showed that their understanding of the key features of faiths, other than Christianity, is rather tenuous. Generally, they have little knowledge of the richness and diversity of other cultures.

Identification for opportunities for reflection within the curriculum.

29. Acts of worship provide satisfactory opportunities for pupils to reflect on their own beliefs and values. The use of a lit candle to mark the duration of the act of worship is most effective in enabling pupils to focus on matters of belief. Good opportunities for reflection occur incidentally within the classrooms, for example, when pupils were visibly moved by consideration of the depth of Mother Theresa's faith in God. However, there are other times when opportunities for reflection are missed because these are not identified as part of the planning process.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher in partnership with the governing body and staff should now:

- Improve the quality of learning for the pupils in Year 2 by:
 - ensuring that all pupils, particularly the more able, are appropriately challenged by the tasks they are given and by the pace of the lessons.
(paragraph 26)

- Raise expectations of what pupils may achieve by the end of Key Stage 1 by:
 - adopting the thorough approach to target setting used at Key Stage 2, to suit the learning needs of younger pupils.
(paragraph 27)

- Give pupils opportunities to appreciate the diversity and achievements of cultures other than their own by:
 - identifying relevant opportunities within the curriculum, such as in art and music, and ensure that there are reference books, and other resources, to support this aspect of learning.
(paragraph 28)

- Provide opportunities for reflection on beliefs, values and life's fundamental questions by:
 - identifying relevant opportunities in the planning of lessons.
(paragraph 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	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	47	29	6	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	Y R – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		89
Number of full-time pupils eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs	Nursery	Y R – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		15

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	5.4
National comparative data	5.4

Unauthorised absence	%
School data	0.2
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
	99	6	7	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	6	6
	Girls	7	7	7
	Total	11	13	13
Percentage of pupils at NC level 2 or above	School	85 (80)	100 (87)	100 (87)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	7	7	7
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (80)	100 (87)	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
	99	3	4	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	3
	Girls	4	4	4
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	100 (86)	100 (71)	100 (93)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	3
	Girls	4	4	4
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	100 (86)	100 (78)	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	84
Any other minority ethnic group	2

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)	4.2
Number of pupils per qualified teacher	22
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	10

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
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.

Financial information

Financial year	98/99
	£
Total income	166,792
Total expenditure	163,317
Expenditure per pupil	1,652
Balance brought forward from previous year	10,110
Balance carried forward to next year	13,585

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	86
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	60	36	0	4	0
Behaviour in the school is good.	40	56	0	4	0
My child gets the right amount of work to do at home.	32	40	8	20	0
The teaching is good.	56	36	4	4	0
I am kept well informed about how my child is getting on.	24	48	4	8	16
I would feel comfortable about approaching the school with questions or a problem.	56	24	0	20	0
The school expects my child to work hard and achieve his or her best.	72	24	4	0	0
The school works closely with parents.	36	36	4	20	4
The school is well led and managed.	40	32	8	20	0
The school is helping my child become mature and responsible.	60	32	8	0	0
The school provides an interesting range of activities outside lessons.	60	32	8	0	0

Other issues raised by parents

Concern about the high teaching commitment of the headteacher and her lack of time during the school day for management and administrative duties.