

INSPECTION REPORT

St Anne's CofE Primary School

Baslow – Derbyshire

LEA area: Derbyshire

Unique reference number: 112800

Headteacher: Mrs A. R. Hogg

Reporting inspector: Mr M Johnstone
21114

Dates of inspection: 3rd to 5th of April 2000

Inspection number: 191168

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:	4-11
Gender of pupils:	Mixed
School address:	School Lane Baslow Derbyshire
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Telephone number:	01246 583298
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr P. Gregory
Date of previous inspection:	20 th January 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Baslow in Derbyshire on the edge of the Peak District. It is a small voluntary controlled Church of England primary school for boys and girls aged 4 to 11 years. It has 118 pupils on roll in four classes. Many parents are in managerial and professional occupations and children's attainment on entry is above the national average. The large majority of children have had some pre-school experience. Thirteen per cent of the pupils are on the register of special educational needs; this is below the national average. Two pupils have a Statement of Special Educational Need. None of the pupils are eligible for free schools meals and there are no pupils who have English as an additional language

HOW GOOD THE SCHOOL IS

St Anne's is an effective school with many good features. The pupils achieve high standards at the end of both key stages. This is because teaching is good overall and pupils have a mature attitude to learning and desire to succeed. The headteacher, staff and governors work well together and there is a strong commitment to further improvement. The school provides good value for money.

What the school does well

- Pupils attain high standards in mathematics and science and very high standards in English and music.
- Overall, teaching is good. It is particularly good in music throughout the school and in English and mathematics at the end of Key Stage 2.
- Pupils are eager to learn and work very well independently.
- The school is well led. Staff and governors work well together sharing a strong commitment to improvement.
- The school has established very good links with parents and the community.

What could be improved

- The use of assessment to inform planning and develop pupils' learning.
- The effectiveness of monitoring in identifying strengths and areas for improvement in teaching and learning.
- The accommodation for the youngest children in the mixed reception and Year 1 class is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the previous inspection in January 1997. This has been more rapid since January 1998 when the present headteacher took over. The above average standards have been at least maintained in both key stages. The good quality of teaching remains and effective schemes of work have been implemented in all subjects. The school has prioritised its budget to ensure adequate staffing levels. Together with the staff and governors, the new headteacher, who was appointed in January 1998, has developed a good school development plan with appropriate targets linked to costs. This is a clear working document that is helping the school make further improvements in the curriculum and accommodation. Until the past year, there has been little progress with the monitoring of teaching and learning and the use of assessment to inform planning.

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	A	A*	A*
Mathematics	A	B	A	B
Science	B	A	A	A

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The table shows that standards at the end of Key Stage 2 in 1999 were very high in English. The school's results were in the highest five per cent of schools both nationally and when compared to similar schools. In mathematics and science, standards were well above the national average. When compared with similar schools, they were above average in mathematics and well above average in science. This picture has been maintained over the past three years. Inspection evidence confirms these high standards. In the 1999 National Curriculum assessments for pupils at the end of Key Stage 1, pupils did very well in reading, writing and mathematics. The results in reading and writing were in the top five per cent of schools both nationally and when compared with similar schools. In mathematics, standards were well above the national average and those of similar schools. This trend has been maintained over the past three years. Teacher assessments for science indicated that standards were very high. Inspection evidence confirms these high standards.

The school has set appropriately challenging targets for the next two years to reflect variations in the different abilities of the groups of pupils who will be taking the tests. In English and mathematics, the target for the year 2000 is for 80 per cent of pupils to attain the average level or above. In 2001, it is for 90 per cent to attain these targets in English and 85 per cent in mathematics. These targets would be likely to maintain standards above national averages.

Most of the children who are under five attain the desirable learning outcomes in language and literacy and mathematics. Standards in information technology are above the national expectation by the end of Key Stage 1 and are in line by the end of Key Stage 2. There are shortcomings in the control and modelling aspects of the subject in Key Stage 2. By the end of both key stages, standards in religious education meet the requirements of the local agreed syllabus. In both key stages, the work seen in music was much better than expected for the pupils' age. Pupils use their literacy and numeracy skills well to support work in other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The older pupils have a very mature attitude to learning and are confident, highly motivated learners. At all stages, pupils are eager to enter into discussions and express their opinions confidently. They have a thirst for knowledge and want to do their best.
Behaviour, in and out of classrooms	Behaviour is good overall and there have been no exclusions. Older pupils behave well in lessons and concentrate well. Most of the younger pupils behave well and are well motivated. A small minority occasionally lacks attention and finds it difficult to concentrate. Movement around the school and behaviour at playtimes is mostly good. In assemblies, behaviour is excellent. Pupils are polite to visitors

Personal development and relationships	Relationships are very good and pupils develop a mature understanding of their moral and social responsibilities. Pupils are able to reflect upon their actions and understand its impact on others. They show initiative and are well involved in the daily routines of the school.
Attendance	The attendance rate is good and impacts well on pupils' 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

The quality of teaching is good. In the 17 lessons seen, 24 per cent were very good, 41 per cent were good and 35 per cent were satisfactory. The teaching of pupils in the mixed Year 5 and 6 class was very good. All teachers are enthusiastic and work well as a team. This enthusiasm is clearly transmitted to the pupils and makes learning enjoyable. All teachers have good relationships with the pupils and have high expectations. Planning is good and is securely based on effective schemes of work. In all lessons, effective use is made of the good support teachers receive from parental helpers, particularly in the Key Stage 1 classes. Homework is used well to develop and consolidate pupils' learning in all subjects. The teaching of music is very good. Literacy and numeracy are generally well taught. All teachers are developing their knowledge of information technology well and this enables them to develop key skills effectively. They have been very successful in integrating the computer into work in all subjects. In most subjects, teachers do not always utilise their time effectively when pupils work independently, or as a group. Opportunities to spend clearly targeted time in order to assess their understanding are often missed. This makes it more difficult to target strengths and weaknesses in pupils' learning in subsequent lessons. In all subjects, teachers mark pupils' work regularly, but do not include enough comments to show how pupils might improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of opportunities and learning experiences for pupils in both key stages. These are satisfactory for the children who are under five. The cramped accommodation makes it difficult for investigative, creative and structured play activities to be developed effectively. At all stages, statutory requirements are met and there is an appropriate emphasis on literacy and numeracy.
Provision for pupils with special educational needs	Provision is good and the work planned for these pupils helps them make good progress. Additional teaching support is used effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is very good. The school is helping all pupils become mature and responsible. Strong Christian values are evident in the work of the school and pupils have a very good understanding of their moral and social responsibilities. Cultural development is good.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are good overall. Assessment procedures are good in English and mathematics, but the use of assessment to inform planning is at an early stage of development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is enthusiastic leadership, a clear vision of where the school is going and a strong team effort on the part of staff, governors and parents. The school motto, 'working towards excellence', and the well-conceived general aims of the school, are well reflected in all aspects of school life and make an effective contribution to the high standards. The monitoring of teaching and learning is not rigorous enough.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities effectively and give good support to the school. They hold the school accountable for the standards it achieves and the quality of education.
The school's evaluation of its performance	Since the previous inspection, the school has improved markedly in this aspect of its work. Many of the systems are relatively new and not yet sharp enough to analyse fully what works well, what does not, and why.
The strategic use of resources	The school makes mostly good use of staff, time, resources and the accommodation. The classroom made available for the youngest pupils is small for the numbers in the class. Standards are high and the quality of education is good. Taking all factors into account, the school gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, make good progress and are expected to work hard. • Behaviour and teaching are good. • The school is helping children become mature and responsible. • The school is well-managed • They would feel comfortable approaching the school with questions or problems. 	<ul style="list-style-type: none"> • The range of extra-curricular activities. • Information about how their child is getting on. • More homework.

Inspectors agree with the positive views expressed by the parents. Relative to the size of its teaching staff, the school provides a good range of extra-curricular activities. There are suitable opportunities for parents to discuss their children's progress with the teacher, both formally and informally. The annual reports on pupils' progress indicate the range of work covered, but do not include sufficient targets for improvement. The school plans to address this issue. The amount of homework is similar to that in most primary schools and the school's policy is clearly set out in the school brochure.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain high standards in mathematics and science and very high standards in English and music.

1 In the 1999 National Curriculum tests for pupils at the end of both key stages, standards were high in English, mathematics and science. For pupils at the end of Key Stage 1, results in reading and writing were in the top five per cent of schools. Teacher assessments indicated that standards were also very high in science. For pupils at the end of Key Stage 2, standards were well above the national average in mathematics and science. In English, standards at the end of Key Stage 2 in 1999 were very high and the school's results were in the highest five per cent of schools. This picture has been maintained over the past three years. Inspection evidence confirms these high standards. The work seen in music at both key stages was much better than normally seen for pupils of this age.

2 Children enter the reception class at the school with attainment in language and literacy and mathematics that is above the expected level for pupils of this age. They listen well, speak confidently and are familiar with books. Teachers build on these early skills successfully in appropriately adapted literacy hours so that, by the age of five, children have a love of stories and quickly learn to read. In numeracy sessions, children develop a good mathematical vocabulary and recognise and use numbers to at least twenty. They develop a good awareness of simple relationships and patterns, for example, many continue sequences of odd and even numbers from given starting points to 50. In science, although space is very limited, children conduct simple experiments. They investigate the growth of cress seeds and understand that plants need soil, water and light to grow.

3 Speaking and listening skills develop well. One boy of seven remarked, *"when I came to school my hidden talents came out."* Reading and writing skills are well taught across the school. By the age of seven, most pupils are competent readers and read with good expression and awareness of basic punctuation. They have a good understanding of the sounds of letters and letter combinations and use these to read unfamiliar words successfully. By the age of 11, most pupils are very confident, fluent readers. They show a clear understanding of inference and deduction and are able to retrieve and collate information from a variety of sources. They regularly use the Internet to support their learning. When reviewing a narrative text, pupils in Year 6 are able quickly to locate the information required to answer multiple choice questions correctly.

4 By the age of seven, pupils' writing is often organised, imaginative and clear. They write in a good range of styles, including poetry, play scripts, diaries, instructions and imaginative writing. By the age of 11, pupils write very good biographies, letters of complaint and character descriptions. Their stories show excellent use of punctuation and vocabulary. One pupil wrote, *"It looks so spooky Peter", I said nervously. "Dora, it's an old school, what's so spooky about that?" Peter replied sarcastically.* Pupils use their literacy skills well to support work in other subjects. They write empathetically about evacuation in a history topic, write good prayers in religious education and write detailed factual travel brochures in geography.

5 By the end of Key Stage 1, pupils develop a good mathematical vocabulary and understanding that the position of a number affects its value. They have good mental recall of 2, 5 and 10 times tables and a good understanding of fractions. Progress is good

throughout Key Stage 2. By the age of 11, most pupils calculate accurately, for example, they add, subtract, multiply and divide numbers to two decimal places. They work accurately with negative numbers, fractions and percentages and interpret and predict from data. Numeracy skills are used well to support work in other subjects. For example, in science, pupils use measuring skills well to record temperature changes in work with thermometers.

6 Science skills develop well in both key stages and pupils have a good scientific vocabulary. By the age of seven, pupils have good observation and prediction skills developed through first-hand experiences. They know what will happen if celery is placed in coloured water and use their knowledge of plant growth to explain why this is so. By the age of 11, most pupils have built up a good scientific knowledge across the National Curriculum programmes of study. They interpret results of investigations, evaluate evidence and draw conclusions well. These skills were all evident in a Year 5/6 lesson on temperature changes when heating and cooling water. Pupils' literacy, numeracy and information technology skills support their work very effectively in science.

7 Teachers' very good subject knowledge in music is a key factor in the high standards that pupils attain. The school's aim to help every pupil play a musical instrument by the time they leave the school is achieved. By the end of Key Stage 2, pupils are able to select and make expressive use of dynamics in their own performance and refine and improve their work. In a Year 6 lesson, all these skills came together in an excellent performance of a modern composition including saxophones, violins, recorders, flutes, xylophones and a didgeridoo playing in unison.

Overall, teaching is good. It is particularly good in music throughout the school and in English and mathematics at the end of Key Stage 2

8 At all stages, teachers are enthusiastic and work well as a team. This enthusiasm is clearly transmitted to the pupils and makes learning enjoyable. They have good relationships with the pupils and have high expectations. Planning is good and is securely based on effective schemes of work. Literacy and numeracy sessions are planned well in appropriate weekly units of work. In the most effective lessons, objectives are clearly shared with the pupils and referred to as the lesson progresses. Resources are used well in all lessons and stimulate pupils' interest effectively. For example, whiteboards and number apparatus are used well to develop pupils' mental competence. In the most effective numeracy lessons, teachers share the pupils' own mental strategies effectively with the class. This develops their understanding well. In all lessons, effective use is made of the good support teachers receive from parental helpers, particularly in the Key Stage 1 classes. Homework is used well to develop and consolidate pupils' learning in all subjects. Pupils regularly take home reading, writing, spelling, mathematics and topic related assignments. This makes a good contribution to pupils' interest, attainment and progress.

9 The teachers' knowledge is secure in all subjects. They have a good knowledge of the literacy hour and have adapted it effectively to meet the needs of the pupils. In a mixed Year 2 and 3 physical education lesson, the teacher's good subject knowledge enabled her to show pupils the correct technique for passing and receiving a ball. This resulted in the pupils making good progress in the lesson. In a Year 5 lesson, the teacher's good knowledge of science enabled her to develop the correct technical vocabulary and pose good questions, for example, "*What do you think will happen to the temperature of the water over time?*" The very good subject knowledge of teachers in music at both key stages, and in literacy and mathematics at the end of Key Stage 2, leads to particularly

high standards in these two subjects. In a literacy lesson for a Year 6 set of pupils, the teacher's very good knowledge of the text enabled her to develop pupils' vocabulary and understanding well. Questions such as, "*What do you think surging forward means?*" and "*How do you think the character is feeling?*" are used effectively. In a numeracy lesson for Year 6 pupils, the teacher developed the correct vocabulary for the different types of triangle well.

10 All music lessons, and the literacy and numeracy sessions at the end of Key Stage 2, have very good pace. Activities are well matched to the needs of all the pupils so that higher attaining pupils are challenged and those who have special needs are supported and encouraged. This ensures that all pupils make rapid progress. Key teaching points are clearly emphasised, for example, in numeracy the need for careful and accurate measurement. In music lessons at both key stages, teachers transmit a clear desire to improve performance that encourages pupils to appraise their work critically.

11 All teachers are developing their knowledge of information technology well and this enables them to develop key skills effectively. They have been very successful in integrating the computer into work in all subjects. Pupils in a mixed Year 2 and 3 class used the computer effectively to construct a graph to show the growth of a plant in a science lesson. In a numeracy lesson, they recorded information on surveys into numbers of brothers and sisters in families. In Years 5 and 6, pupils are encouraged to use the computer as a reference for research into science, history, geography, art and religious education.

Pupils are eager to learn and work very well independently.

12 The older pupils have a very mature attitude to learning and are confident, highly motivated learners. At all stages, pupils are eager to enter into discussions and express their opinions confidently. They have a thirst for knowledge and want to do their best. These are key factors in the pupils' attainment and progress.

13 From entry into school, the children are inquisitive about their surroundings and show enjoyment in learning. They are eager to come to school, settle quickly and happily and become confident learners. In both key stages, the large majority of pupils listen carefully and want to participate in discussions across all subjects. They want to succeed and show satisfaction and pride when they do. Pupils share equipment well and tidy up sensibly at the end of each session. They have very good relationships with their teachers and with each other and their behaviour is good. Pupils co-operate well when working with others. In a Year 5 class, pupils shared out tasks well in a science investigation. They decided for themselves who would record, who would test and who would time the activities. This ensured that the task was successfully completed.

14 Older pupils develop a very good work ethic and realise the need to persevere in order to succeed. They organise themselves effectively and work well independently. In a mixed Year 5 and 6 art lesson, pupils worked diligently on their own designs for up to an hour. They were meticulous about detail and colour and persevered until they were happy with the finished product. In a Year 6 literacy lesson, pupils organised themselves effectively so that they were able to check back into a text in order to answer searching questions. They are able to plan, draft, edit and write their own stories effectively and use the computer independently to assist them.

The school is well led. Staff and governors work well together sharing a strong commitment to improvement.

15 The headteacher was appointed in January 1998 after serving as deputy headteacher for eight years. Almost all the teaching staff have been appointed since that time. School improvement has moved at a good pace since 1998. This has been made possible by good, enthusiastic leadership, a clear vision of where the school is going and a strong team effort on the part of staff, governors and parents. The school motto, 'working towards excellence', and the well-conceived general aims of the school, are well reflected in all aspects of school life and make an effective contribution to the high standards. Christian values underpin the life and work of the school and it is an integral part of the village community. Pupils realise the need to give of their best and are proud of their achievements and those of the school. The good ethos is characterised by equality of opportunity, very good relationships and a clear commitment to improving the quality of teaching and learning.

16 There is a good strategic development plan that reflects the general needs of the school. The involvement of staff and governors in its formulation gives the plan joint ownership and enhances its effectiveness. The headteacher, with the help of the local education authority, staff and governors, has put a number of key initiatives and developments into place over the past year. These include good assessment procedures, individual records of achievement, the setting of targets for individual pupils and monitoring systems to evaluate the quality of teaching and learning.

17 The governing body keeps a watchful eye on standards through analysis of the National Curriculum results. They act as critical friend; for example, they have set performance targets for the headteacher and discuss progress towards them with her. The governing body fulfils its statutory duties effectively, and in its financial management role, operates best value principles. Many governors are regular visitors to the school and help in classrooms. This gives them a valuable insight into what is working well and what might be improved.

The school has established very good links with parents and the community

18 In responses to questionnaires, meetings and interviews, parents expressed very strong support for the school. They believe that the headteacher and her staff are successful in providing the right environment for their children to achieve high educational, moral and social standards. Links with parents, particularly through the very active Parent/Teacher Association, provide a wide variety of good quality resources that enhance pupils' opportunities for learning. The association provides an average annual contribution of about £6000. These contributions have supplied a range of equipment, including computers, televisions, videos and support for out-of-school visits. It also promotes social events such as quizzes and discos. The parents voluntarily contribute to a school Trust Fund that in the past has subsidised the appointment of extra teaching staff.

19 The high level of support from parents and friends in school and on out-of-school visits, contributes significantly to pupils' learning and has a beneficial impact on their social and personal development. Many parents help by hearing pupils read and supporting groups of pupils effectively in lessons. Parents help their children with homework and this sends positive messages to them about the value of learning. Most parents have signed an appropriate home-school agreement.

20 The school provides parents with good quality information on the curriculum and on the life of the school community. Parents are invited to Parents Evenings to discuss their children's progress and they are welcomed at any time if they have a concern. Informal contacts are maintained with parents at the start and end of the school day when they can discuss any immediate concerns. In the recent past, the school has provided informative workshops on literacy, numeracy, science and drugs awareness.

21 The school is at the centre of the community and the pupils participate enthusiastically in village functions. There are very good links with the church and a local Methodist teaching college. The pupils visit church for special services and the canon takes regular assemblies in the school. The school's brass band plays at local festivals. The school has been presented with a Health Promoting Schools' award in connection with its links to a project sponsored by the Ministry of Agriculture and Fisheries.

WHAT COULD BE IMPROVED

The use of assessment to inform planning and develop pupils' learning.

22 Good assessment systems have been developed over the past year. These include assessment weeks spread throughout the year when staff work together to assign National Curriculum levels to pupils' work and agree on standards. Each pupil is helping build up a useful portfolio of assessed work and teachers are beginning to keep consistent records of progress across subjects. There is evidence of teachers using assessment well in music and reading but this is not yet consistent in other subjects. Individual targets have been introduced for pupils, but this is at an early stage of development. Teachers use the good new schemes of work to plan topics and units of work effectively. However, these systems are too new in most areas to have had any real impact on learning.

23 In their day-to-day work with pupils, teachers use questioning well to assess pupils' understanding. They listen well to the pupils and encourage and praise them. However, opportunities to assess pupils as they work individually or in groups are often missed. Teachers do not spend enough focused time with pupils during this time in order to assess how well they have understood the work. This makes it difficult for the teachers to correct any misconceptions or provide suitable extension work in subsequent lessons. In a minority of lessons, this results in a lack of challenge for higher attaining pupils and work that is too difficult for lower attaining pupils.

24 Discussion sessions are included at the end of lessons in order to review what has been learnt. These are generally celebrations of success and opportunities critically to appraise pupils' work and make expectations clear are often missed. For example, in a minority of lessons, the work of some pupils was unfinished and untidily presented. This was not referred to in the lesson.

25 Teachers mark pupils' work regularly and often include praise in their comments. In a minority of cases, where marking is good, comments on how the work might be improved are included. Overall, however, there are too few comments to help pupils see how their work might be improved. The school has plans to address this issue in its new marking policy. Many of the annual reports to parents have insufficient targets for improvement to enable parents to assess and help with any difficulties their children may be experiencing. A good parental booklet, with general targets for Year 6 pupils in mathematics, has been recently devised and there are plans to include more individual targets for improvement in annual reports.

The effectiveness of monitoring in identifying strengths and areas for improvement in teaching and learning.

26 Good monitoring systems have been established since the present headteacher took over in 1998. Over the past year, the headteacher has regularly observed teaching in each class. The literacy and numeracy co-ordinators have worked hard to establish the literacy and numeracy hours and have observed some teaching. This gives them a valuable insight into any teething problems that arise. However, monitoring centres essentially on support and improvement in resources, rather than on critical appraisal of teaching and learning strategies. Other co-ordinators monitor teachers' planning, but have not had the opportunity to observe teaching in other classes. There are plans to address this as the headteacher's teaching commitment decreases.

27 The headteacher, staff and governors monitor the performance of the pupils in national tests and compare data with previous years. This helped them identify that the mathematics results in 1999, though above the national average, were not as high as in other subjects. In response to this, the mathematics scheme was reviewed and new resources bought. This response did not, however, include the evaluation of teaching methods to identify possible weaknesses in the way mathematics is taught. Though cohorts are relatively small, there was no analysis of the relative performance of boys and girls in the 1999 national tests. In Key Stage 2, in mathematics, boys exceeded the national average by 3.6 points, whilst girls exceeded it by 1.5 points. The possible implications for teaching and learning along these lines were not fully explored.

28 The school is beginning to use pupils' work samples to monitor strengths and weaknesses in teaching and learning. This is at an early stage of development and has not clearly focused on areas for improvement. The work of a minority of the pupils is untidily presented, and mathematics and science diagrams are not always drawn accurately. In some cases, work is unfinished and is too difficult for the lower attaining pupils. In mathematics, for example, the work of a few higher attaining pupils includes too much over-consolidation of work that is clearly understood already by the pupils. These shortcomings in teaching and learning are not clearly identified through monitoring and consequently are not effectively remedied in subsequent work. This slows down the rate of pupils' learning.

29 At its present stage of development, monitoring is not rigorous enough to properly evaluate the effect of teaching on pupils' progress and to identify how it might be further improved.

Accommodation for the youngest children in the mixed reception and Year 1 class is unsatisfactory

30 The classroom for the mixed reception and Year 1 class is very small. At the time of the inspection there were 15 reception children and 14 Year 1 children in this class. There is little room for the children, staff and other adult helpers to move around, and the youngest children mainly work on three small tables that are very close together. The inspection team observed activities in language and literacy, mathematics and knowledge and understanding of the world. In all these lessons, particularly when working in groups, any movement of others around them distracted the children and this resulted in some loss of concentration. When listening to a story, and reading as a group, they sit in a very small area on the carpet with little space to spread out. This situation is having a detrimental effect on the children's learning. It limits opportunities for them to experience the whole range of agreed learning outcomes for children who are under five, especially in the areas of creative, scientific and physical development.

31 The teacher and support staff work hard to minimise the difficulties and plan to make best use of the available space. There was evidence of good work involving the children observing the growth of plants in the classroom, working on the computer and using modelling materials. In fine weather, the children use the small outside area for sand and water play and for developing physical skills. However, the accommodation denies the children sufficient opportunities to observe, explore and discover through purposeful play. Weaknesses in provision for imaginative and exploratory play were identified at the time of the previous inspection. This was directed towards teachers' planning, which has now improved, rather than towards the accommodation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 1 Make greater use of assessment to inform planning and develop pupils' learning by:
 - a) taking more opportunities to assess pupils' understanding in lessons and using this more effectively in planning work in subsequent lessons,
 - b) ensuring discussion sessions focus more on critical appraisal of pupils' work,
 - c) in the marking of pupils' work, including more comments to indicate how it might be improved,
 - d) in the annual reports to parents, including more comments to show what the pupils need to do in order to improve.

(These issues are discussed in paragraphs 22-25)

- 2 Develop monitoring more effectively in order to identify strengths and areas for improvement in teaching and learning by:
 - a) sharpening the focus of monitoring of teaching to ensure that weaknesses as well as strengths are clearly identified,
 - b) examining pupils' work across the school more regularly in order to evaluate how well it is matched to their different needs.

(These issues are discussed in paragraphs 26-29)

- 3 Seek ways to improve the accommodation for the youngest children in the school in order to give more appropriate opportunities for them to develop investigative, creative and structured play.

(These issues are discussed in paragraphs 30-31)

* It is recognised that the school is aware of these issues and has begun to take a number of relevant initiatives.

PART C: SCHOOL DATA AND INDICATORS

32 Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	41	35	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		118
Number of full-time pupils eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		16

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	14
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence	%
School data	4.4
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	12	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	12	12	11
	Total	20	20	19
Percentage of pupils at NC level 2 or above	School	100	100	95
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	12	12	12
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	8	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	8	6	8
	Total	15	13	15
Percentage of pupils at NC level 4 or above	School	100	87	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	8	8	8
	Total	15	15	15
Percentage of pupils at NC level 4 or above	School	100	100	100
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	118
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)	5
Number of pupils per qualified teacher	23.6
Average class size	29.5

Education support staff: YR- Y6

Total number of education support staff	3
Total aggregate hours worked per week	60

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1998-99
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	£
Total income	163,052
Total expenditure	159,669
Expenditure per pupil	1,528
Balance brought forward from previous year	3,459
Balance carried forward to next year	14,518

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	100
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	5	0	0
My child is making good progress in school.	62	30	6	2	0
Behaviour in the school is good.	44	50	2	4	0
My child gets the right amount of work to do at home.	50	39	8	3	0
The teaching is good.	75	22	3	0	0
I am kept well informed about how my child is getting on.	34	52	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	33	0	0	0
The school expects my child to work hard and achieve his or her best.	67	28	5	0	0
The school works closely with parents.	64	28	6	2	0
The school is well led and managed.	75	17	5	0	3
The school is helping my child become mature and responsible.	64	33	3	0	0
The school provides an interesting range of activities outside lessons.	41	33	16	3	7