

INSPECTION REPORT

Adlington Primary School

Adlington, Macclesfield

LEA area: Cheshire

Unique reference number: 111018

Headteacher: Mr D. Hudson

Reporting inspector: Mr P. M. Allen
OIN 17531

Dates of inspection: 30th – 31st January 2001

Inspection number: 191237

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

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:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Brookledge Lane Adlington Macclesfield Cheshire
Postcode:	SK10 4JX
Telephone number:	01625 573201
Fax number:	01625 572796
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs N. E. G. Tennant
Date of previous inspection:	13 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
17531	Mr P. M. Allen	Registered inspector
11474	Mr P. Berry	Lay inspector

The inspection contractor was:

Pennine Inspection Services

6 Bridle Dene
Shelf
Halifax
West Yorkshire
HX3 7NR

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 – 9
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	10 – 14
WHAT COULD BE IMPROVED	14 – 16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16 – 17
PART C: SCHOOL DATA AND INDICATORS	18 – 20

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Adlington Primary School is a small primary school catering for children aged 4 to 11 years. The school is situated on the rural outskirts of Macclesfield in Cheshire. Of the 88 children on roll, around half live in the village, the remainder being from neighbouring communities with most coming from Bollington. There are slightly more girls than boys. There are three classes. The first is for Reception and Key Stage 1 pupils, the second for the younger Key Stage 2 pupils and a very small number from Year 2, and the third for Years 5 and 6. The pupils are divided into four groups for literacy and numeracy teaching over four mornings a week. Virtually all pupils are of white ethnic origin. There are 12 pupils on the register for special educational needs, which is below the national average. The proportion of pupils eligible for free school meals is well below the national average. Most of the children have had pre-school education, mainly in local playgroups. Overall, attainment on entry to the school is above what could be expected. The school aims to be a centre of excellence set in a caring and stimulating environment. The school has set priorities for the future including the further raising of attainment and the further improvement of the quality of teaching and learning.

HOW GOOD THE SCHOOL IS

This is an effective school. In most areas of the curriculum pupils make satisfactory and often good progress, with most achieving well in relation to their abilities. Progress is more marked towards the end of Key Stage 2. Taking age into consideration, standards at the end of Key Stage 2 are higher than they are at the end of Key Stage 1, where attainment is lower in mathematics than it is in reading and writing. The school is soundly led and the quality of teaching seen was good overall. In light of the costs involved and the quality of education provided the school gives satisfactory value for money.

What the school does well

- ◆ There are high standards at the end of Key Stage 2.
- ◆ There is very good teaching at Key Stage 2.
- ◆ There are very good standards in spoken language and in reading across the school.
- ◆ There is very good support for the pupils' personal development.
- ◆ The good standards of accommodation and learning resources make a significant contribution to the learning environment

What could be improved

- ◆ The Key Stage 1 results in writing and especially in mathematics.
- ◆ Self-evaluation of the school's performance.
- ◆ The school development plan to better guide improvement.
- ◆ The provision for the Reception children so that it more clearly supports the new Early Learning Goals.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a steady improvement since the last inspection in January 1997. The issues from that report have been largely addressed. Standards and progress have improved across the school in religious education as well as in science at Key Stage 2. Schemes of work have been established, the school's aims have been reviewed and developed and the accommodation has been significantly improved, mainly through an extension which provides an extra classroom. A start has been made in monitoring the standards of attainment and the quality of teaching and learning, although much remains to be done. Standards at the end of Key Stage 1 are similar to those described in the previous report but standards at the end of Key Stage 2 have risen significantly. The school is well placed to make further improvements.

STANDARDS

As the number of pupils in Year 6 in 2000 was less than 10 the standards table is not recorded.

Children at the foundation stage (Reception year) attain well and are likely to attain the new nationally prescribed Early Learning Goals; most will exceed them. Standards at the end of Key Stage 1 are very good in reading, good in writing and sound in mathematics when compared with national averages. This reflects the pattern of the National Curriculum results over recent years. Although only a relatively small number of pupils are assessed each year, the results over recent years at the end of Key Stage 2 have been consistently higher than those at Key Stage 1 and this trend is likely to continue in summer 2001. National performance data indicates that the performance in 2000 in English and mathematics was in the top five per cent both nationally and when compared with similar schools. Currently standards at the end of Key Stage 2 continue to be very good. The high standards attained at the end of Key Stage 2 are a credit to the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have positive attitudes to school and have a lot of enthusiasm for what the school has to offer.
Behaviour, in and out of classrooms	Whilst the behaviour of the vast majority of pupil is good and often very good, there were some instances during the inspection of inappropriate behaviour by a small minority of boys, mainly outside of lessons.
Personal development and relationships	Personal development is very good and this is underpinned by the good relationships between the adults and the children.
Attendance	Attendance is excellent, being well above national averages. Children arrive on time and there is a prompt start to the school day.

The school's provision for the pupils' personal development is one of its strengths.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	satisfactory	very 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 quality of the relatively small amount of teaching observed during this short inspection was at least satisfactory and very often better. It was very good in 27 per cent of the lessons seen, good in 40 per cent and satisfactory in the remainder. The very good teaching of the older pupils brings about the very high standards at the end of Key Stage 2. The skills of literacy and numeracy are taught well and effective use is made of the school's system of grouping the three classes into four smaller groups. The needs of the pupils, including those with special educational needs, are generally met, although there is a need to target higher standards at the end of Key Stage 1, especially in mathematics. The teaching of the youngest children needs to focus on providing more practical and creative work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and meets statutory requirements. It is inclusive by ensuring equality of access and opportunity. The curriculum for the foundation stage needs to be more focused on the new nationally prescribed Early Learning Goals.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs and they make good progress. The newly appointed co-ordinator has made a good start to her role.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for social and moral development is good and that for spiritual and cultural development is sound. The school has firm plans to further improve the provision for health and social education.
How well the school cares for its pupils	All the adults ensure the health, safety, care and protection of all pupils and this contributes to the school's caring, community ethos.

Parents are supportive of the school and very supportive of their children. This support has a positive impact on standards, for example, in reading.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides positive leadership, although more time could be given to support teaching and learning. There are plans to significantly develop the role of the school's new senior management team.
How well the governors fulfil their responsibilities	Although most governors are relatively inexperienced, they are enthusiastic and supportive of the school. They fulfil their

	responsibilities although there is scope to develop their effectiveness.
--	--

The school's evaluation of its performance	Although a start has been made, there is clear recognition that the school's evaluation of its performance is an important area for improvement.
The strategic use of resources	The good standards of accommodation and learning resources make a significant contribution to the learning environment. Spending is prudent and appropriate consideration is given to the principles of best value.

Time given to teaching needs to be reviewed; teaching time at both key stages is below national recommendations and, during the inspection, valuable time was lost at the end of playtimes and lunchtimes when lessons did not start promptly. The strategic management of the school needs to be led by a new school improvement plan which has as its main theme, the raising of standards and the many aspects of the quality of education provided.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ The children like school and are making good progress. ◆ The quality of the teaching. ◆ The approachability of the school. ◆ The expectation that children will work hard and do their best. ◆ The support given to help the children to become mature and responsible. 	<ul style="list-style-type: none"> ◆ As well as a number of individual concerns, parents indicated that they would welcome more formal opportunities to discuss their children's progress and also some would appreciate more extra-curricular activities. ◆ Although most thought that the amount of homework given was appropriate, a significant minority wanted more structured homework arrangements. ◆ Some parents expressed a concern that discipline in the school is not as firm as it was.

The majority of views expressed were supportive of the school and the inspectors broadly support these views. The school has plans to review its arrangements for parents to formally discuss their children's progress as well as plans to make the homework expectations more clear. The amount of extra-curricular activity compares favourably with schools of a similar size. Most pupils behave well but there is a small minority of boys who sometimes fail to respond to the school's expectations and this needs attention.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

There are high standards at the end of Key Stage 2

1. The numbers in year groups are relatively small and the standards can vary within particular cohorts. Nevertheless, all the evidence indicates that standards of attainment at the end of Key Stage 2 have improved since the last inspection and that standards now are very high. In the previous report, standards at the end of Key Stage 2 were judged to be good and above the national averages in English and mathematics, and sound and in line in science where progress was judged to be unsatisfactory in some important aspects.
2. Some very good teaching was seen at Key Stage 2 during this inspection, especially towards the end of the key stage and this teaching is having a very positive impact on the high levels of attainment, especially in English and mathematics. In the Key Stage 2 results in 2000, all pupils reached the appropriate level 4 and a significant number of the pupils gained the higher, level 5 in each of the subjects, this was especially the case in English and mathematics. The science results were well above average when compared with both all schools nationally and similar schools. In English and mathematics, the school's performance was in the highest five per cent when compared with both and similar schools in England. The available information on teacher assessments undertaken at the same time confirms this picture of high attainment.
3. A consideration of the available data over a longer period indicates the consistency of the high standards. Taking the three years from 1998 to 2000 together, national performance data shows that the performance of pupils in English, mathematics and science significantly exceeded the national average for their age group, especially in English and mathematics. Although boys and girls performed similarly over that period, the performance of girls in mathematics was exceptionally high.
4. Evidence collected during the inspection, including a close scrutiny of work done over the past year, together with an analysis of the school's records and assessments, indicate that the current Year 6 pupils are likely to continue the very creditable results which have been achieved. The very well organised teaching observed directly affects the response of the pupils, their behaviour and productivity and the amount of progress they make; it brings about the high standards at the end of Key Stage 2.

There is very good teaching at Key Stage 2

5. In the relatively small number of lesson observations undertaken during the inspection, the quality of teaching was higher at Key Stage 2 than it was at Key Stage 1. Particular strengths lie in teaching linked to the two national strategies in literacy and numeracy where there is evidence of good knowledge and expertise, especially in the teaching of basic skills. The high quality of the teaching has a clear impact on the very good standards being achieved. The teaching at the end of the key stage prepares pupils well for secondary education.
6. In this teaching there are high expectations of pupils to behave well, to listen carefully and to do their best. This leads to good productivity and high standards in presentation, handwriting

and drawing. These features were apparent in some very good teaching in a literacy hour which focused on 'The Iron Man' by Ted Hughes. The pupils listened carefully

and were helped to understand how the use of expressive and descriptive language can build tension. The teacher used language clearly and imaginatively; for example, in exploring the notion of 'uniqueness'. The pupils responded well to their tasks showing care in their drawing and written work on a 'space-bat-angel-dragon'. The standard of marking is very high with detailed, helpful comments which set targets and raise the pupils' confidence and self-esteem.

7. Lessons are planned carefully, especially in literacy and numeracy, with tasks that take pupils' learning forward. Most lessons begin with a short but lively question and answer session which reviews previous work and consolidates pupils' understanding. The teacher shares and displays the objectives for that particular session. This was the case in a very good lesson for the oldest pupils, which focused on understanding apostrophes and on 'The Magician's Nephew' by C. S. Lewis. The teacher explained the types of possessive apostrophe very carefully and then the pupils reinforced their understanding through the use of an appropriate worksheet which provided extension work for the higher attainers. There were time limits for each aspect of the lesson and no time was wasted. The work was so focused that there was no time to stray off task or to do anything other than behave well. All the pupils' needs were catered for, including those with special educational needs, and good use was made of the very good voluntary helper.

8. Teaching is fundamental to the quality of education provided and is the most important influence of the school on the pupils' attainment, progress and attitudes. The effectiveness of the teaching observed at Key Stage 2 impacts very clearly on the rate, breadth, depth and consolidation of pupils' learning. It helps them to gain the appropriate knowledge, skills and understanding in a systematic and effective way, leading towards the very good results at the end of the key stage.

There are very good standards in spoken language and in reading across the school

9. Most children start in the Reception class well prepared and positive about what the school has to offer and with good speaking skills. Through a wide range of activities to promote pupils' oracy skills, the school nurtures and develops spoken language and the pupils make good progress. Most literacy and numeracy sessions start and end with a discussion and, over time, most pupils become confident in their speaking skills. The youngest children enjoy listening to stories and recall the important points when questioned; for example, they are able to recall with pleasure what happened to 'Elmer the Elephant'. In Reception and at Key Stage 1 when talking informally, playing and working, most children communicate effectively using a growing vocabulary.

10. As they move through the school pupils gain competence in using language with clarity; for example, having accessed information from a number of sources, including the Internet, they are able to explain very effectively the differences between red and grey squirrels. In science, they give good accounts of how they have used circuits and bulbs to light up a clown's face or to create their own electronic quizzes.

11. Older pupils show increased competency in their spoken language. They take turns when listening and contributing their suggestions and answers and show appreciation of other points of view. They speak with confidence and choose words carefully; for example, when discussing books and favourite authors, the higher attainers are able to comment critically on the content of

stories. They reflect well on previous experiences; for example, a visit to Chester Zoo, residential visits such as the one to the Conway Centre at Anglesey and

dressing up as evacuees to visit an air raid shelter at nearby Stockport. The oldest pupils reflect with affection on their time at this school and air their anxieties about the move to secondary school.

12. Reading is given a high priority, leading to the very good standards throughout the school. This emphasis is reflected in the good results in the reading tests at the end of Key Stage 1, the optional National Curriculum tests and in the results of the standardised tests which are administered. In the Reception year, children have good access to a range of good quality picture books. They quickly learn the initial sounds of letters and soon begin to read simple, repetitive texts. They develop good levels of fluency, accuracy and understanding thus giving them the competency to meet the reading demands of the National Curriculum. By the age of 7, most pupils can read independently, establishing meaning through appropriate strategies.

13. This progress continues through Key Stage 2, where pupils continue to read with understanding and expression. They become proficient at accessing information from books in the reference library, from the internet and through the use of the CD-Rom; for example, in accessing information on the Tudors. They read and review books such as 'Wolf' and 'George's Marvellous Medicine'. They read 'Oliver Twist' in order to compare the book with the film. By the age of 11, virtually all pupils are developing into enthusiastic and reflective readers; the higher attainers are able to compare the merits of the different 'Harry Potter' books they have read.

14. Parents provide valuable support for their children in reading by encouraging them and hearing them read regularly at home; this has a very positive impact on the standards achieved. Teachers show good technical competency in teaching phonic skills; they hear pupils read as often as possible and make good use of volunteers to hear readers. Good support is given to pupils with special educational needs in order to help them in the acquisition of basic reading skills and good attention is also given to catering for the reading needs of the higher attainers.

There is very good support for the pupils' personal development

15. The school places a high emphasis on pupils' personal development. In the inspection questionnaire, parents were virtually unanimous in their agreement that the school helps their children to become mature and responsible. Appropriately the school includes in its aims one to 'encourage character development and self-confidence' and to 'develop moral and social values'.

16. The personal development of pupils is regularly discussed by the staff. They know their pupils well and they ensure that the pupils' individual needs are well met. There are appropriate policies and procedures in place to support the pupils; their welfare and safety are important to the school. There is a suitable programme of personal, social and health education, which the school intends to formalise as part of the curriculum. There are regular talks on matters such as rail, water and fire safety. The Year 5 pupils currently have a lesson each week on citizenship. Pupils' cultural development includes the celebration of various religious festivals, such as the Jewish festival of Sukkot.

17. The school is successful in widening the pupils' horizons beyond the statutory curriculum. Pupils benefit from their involvement in school productions, such as 'Paradise Island' and 'Bugsy Malone'. The year 2000 brought several special events, most notably the school's involvement in

the 'Cheshire Millennium Pilgrimage'. Pupils worked with a local potter to produce and decorate their own pots, including two large ones, one of which was presented to Pott Shrigley School in the next village. The school also produced an embroidered picture, which was incorporated into a tapestry hung in the local church. In addition to the church, there are close links with the local community; for example, the pupils visit an elderly residential home and distribute harvest gifts. The school belongs to a very strong primary school cluster group. The Year 6 pupils benefit from a weekly lesson in foreign languages as a joint venture with other schools.

18. Interesting projects help develop pupils' personal skills. Pupils had to interview each other in order to write articles for a newspaper that they produced. Pupils are encouraged to develop their own views; the school has amended its dress code as a result of an initiative from the pupils. Pupils readily accept responsibilities; some are given tasks, for example, working the tape or the overhead projector, whilst others have important roles to play, such as those of road safety co-ordinators.

19. The hard working staff promote a caring ethos throughout the school, which contributes significantly to the quality of education provided. There are good relationships between the pupils and between pupils and adults. It was noticeable in the dining hall that pupils like to sit next to the headteacher. The school's commitment to the pupils' personal development enhances their education and contributes to the standards that are achieved. The pupils enjoy going to school and this is reflected in the excellent level of attendance, which is very high in comparison to other primary schools.

The good standards of accommodation and learning resources make a significant contribution to the learning environment

20. The school provides a welcoming atmosphere within a pleasant rural location. There are good quality displays throughout the school, which celebrate both the pupils' work and other events such as educational visits. The design and technology display in the lower Key Stage 2 classroom typifies the high standard of work. Pupils show pride when discussing the displays of their work.

21. The previous report in January 1997 noted that the school had a 'good climate for learning'. It also said that there were 'a number of significant limitations on the teaching and curriculum'. These problems, which related to the school's accommodation, have now been successfully overcome. The recent addition of a new classroom has given the school greater flexibility in the organisation of its classes and timetables. The three classes are now divided into four groups during four mornings, for numeracy and literacy lessons; this enables the teachers and pupils to benefit from smaller class groups and for better focus on the pupils' individual needs. The classrooms are a suitable size to meet the curricular requirements. The upper Key Stage 2 classroom is a very good size with additional areas to facilitate art and craft work. Whilst the hall adequately accommodates the whole school assemblies, it is a little cramped for physical education.

22. The school benefits from extensive grounds. The playground, outbuildings and fields have all been redeveloped to extend the school's provision for the pupils. This work has largely been due to the valuable help of parents and friends of the school. Apart from the very good financial support from the Parent Teacher Association, there has also been significant practical assistance. The school's buildings and grounds are clean and tidy. The conscientious caretaker maintains the school well and the school takes care to ensure the provision of a safe environment.

23. Reorganisation and improvements have allowed two of the outbuildings to be fitted out with seating to provide excellent refuges for pupils who want a quieter place to meet or play. The donation of several planters has added to the interesting backdrop of the playground. Alongside the large playing field an area of trees has been planted to enhance the landscape and to provide an additional resource area.

24. The school has good resources in all curricular areas to support the pupils' learning. These resources have been carefully built up over the years through good financial planning, aided by the high level of parental support. Books are generally of good quality and sufficient quantity. Space is well used, books and other resources being stored wherever suitable shelving systems can be accommodated. There is a suitable number of good quality computers spread around the various classrooms. The school utilises the local environment around Adlington well as an additional resource. The close links to other local primary schools are used to extend curricular and extra-curricular provision.

25. The school's good provision of learning resources and its attractive accommodation make a significant contribution to the character of the school. This supports the school's ethos and enhances the learning environment for the pupils.

WHAT COULD BE IMPROVED

The Key Stage 1 results in writing and especially in mathematics

26. There is a need to raise standards and the attainment in national tests at the end of Key Stage 1 in writing and especially in mathematics. At the time of this inspection standards were judged to be very good in reading, good in writing and sound in mathematics. These judgements are broadly reflected in the results of the summer 2000 tests. National performance data shows that standards in reading were very good when compared with all schools and in line with similar schools; standards in writing were good when compared nationally and in line with similar schools; disappointingly, standards in mathematics were below those nationally and very low when compared with similar schools, a picture confirmed by the teacher assessments. Whilst most pupils achieved the appropriate level 2 for their ages, the writing and the mathematics results were adversely affected by the low number of pupils achieving the higher level 3. This is an area for the school to address.

27. As there are relatively small numbers of pupils in each year group, the overall ability of cohorts of particular year groups can, and sometimes does, fluctuate from year to year. Nevertheless national performance data makes it possible to consider standards over time. Taking the three years from 1998 to 2000 together, data shows a similar picture, where the performance of pupils exceeded the national average in writing and more significantly in reading but the performance of pupils in mathematics fell slightly below the national average for their age. This overall picture indicates unsatisfactory progress in mathematics, given levels of attainment on entry to the school. Data clearly shows the Key Stage 2 test results to be very much higher than the Key Stage 1 results over the same period. At Key Stage 2, performance in English, mathematics and science was well above both the national averages and those for similar schools.

28. Over a number of years, far more pupils have achieved the higher level 5 at Key Stage 2 than the higher level 3 at Key Stage 1. The higher attaining pupils achieve more at Key Stage 2. The school needs to investigate and act upon the difference in results between the key stages.

Although the timescale of a short inspection provided insufficient opportunity to offer firm conclusions, the work sampling undertaken evidenced that progress was significantly more marked towards the end of Key Stage 2 than it was towards the end of Key Stage 1.

29. In the teaching observed towards the end of Key Stage 2, the pupils responded to the high expectations of their capacity to work hard, where the pace of lessons takes learning forward and where high standards are carefully targeted. The quality of teaching has a very positive impact on levels of attainment and progress being made, much of it preparing pupils for the next phase of education. The quality of teaching for writing and mathematics at the end of Key Stage 1 needs to be as focused on raising standards as it is at the end of Key Stage 2. This can help the school to address this important issue.

Self-evaluation of the school's performance

30. The previous report said that the monitoring of the quality of teaching and standards was weak. Although some improvements have been made, much remains to be done. The school recognises self-evaluation as an important area to address and is beginning to undertake a more systematic consideration of school improvement, by making use of published materials on the subject.

31. A start has been made in monitoring and analysing standards and this is informing predictions and targets for pupil grades at the end of Key Stage 2, especially in English and mathematics. A start has also been made in monitoring teaching but this needs to be more rigorous, involving review and target setting, rather than descriptions of lessons. Strategies need to be developed to enable the school to adopt a more pro-active approach to review and development. There is recognition of the need to improve and develop the analysis of performance data and the monitoring and evaluation of teaching and learning. Self-review exercises, informal and formal discussions, closer consultation with parents, focused external evaluation and analysis of information, including local and national performance data, can help in the development of a new school improvement plan, in which targets and action plans are put in place.

32. Most of the teaching observed during the inspection was of a creditable standard but there was some variation in the quality between that which was judged to be very good and that which was judged to be satisfactory. Some of the main differences were concerned with the pace of lessons, the management of pupils and the expectations of what pupils could achieve. The school has appropriate aspirations to benefit all its pupils with consistently high quality teaching. Focused monitoring of teaching can provide targets for improvement, targets which are monitored and reviewed. This can enhance teacher performance and have a positive effect on pupils' attainment and progress. The school could seek the help of the local education authority in supporting planned improvements. Where the quality of teaching is very good, this has a very clear impact on the response of the pupils, the progress they make and the standards they reach.

33. The current school development plan is seen as a useful tool for improvement but it does not provide a sufficiently clear long term view of development. A new school improvement plan can cover a longer period and provide helpful, clear and manageable timescales for the school's plans for improvement. Its main theme should be concerned with the improvement of teaching and learning and the raising of standards. The staff are committed to the school and are well placed to build on the school's strengths; this can be achieved through a programme of review and development in order to further raise the quality of education provided.

The provision for the Reception children so that it more clearly supports the new Early Learning Goals

34. The curriculum for the foundation stage children (Reception year) provides a solid base for Key Stage 1 of the National Curriculum, especially in literacy and numeracy, with a number of strengths. Nevertheless, it can benefit from being broader so that it takes more account of the new nationally prescribed Early Learning Goals which identify the levels of attainment expected for most children at the end of the Reception year.

35. The staff need to further develop their knowledge and understanding of the Early Learning Goals and take more account of them in planning the curriculum to promote them. The work could benefit from the development of a policy for the foundation stage curriculum. The children can benefit from a wider range of rich and stimulating experiences involving a broader range of materials. There is need to provide a structure for the teaching so that children have more opportunities to be actively involved in creative activities which include some choice and decision making by the children themselves. During the inspection, the children looked at the work of the artist Matisse which depicted a snail. As a follow up the children undertook a largely adult directed activity which entailed them ripping and sticking gummed paper within a template; the children would have benefited more by creating their own snails whilst using and exploring a wide variety of media. There needs to be consideration of the balance between formal adult-led activities and the time spent in having first hand experiences, including time for creative and practical activities. Children need more opportunities to explore, investigate, discuss, create, practise and consolidate their developing knowledge, skills understanding and attitudes.

36. The children in this group benefit significantly from the care and supportive relationships of both the teacher and the classroom assistant, thus enabling them to feel secure and happy during their introduction to school. A great deal of hard work and thought goes into planning the work, making the area an attractive place to be and in monitoring the progress made by the children. The practice in place has some good features but can be improved to provide a richer and more varied curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed. In order to further raise standards and the quality of education provided, the governing body, headteacher and staff should:

- ◆ target raising the Key Stage 1 standards and test results in writing and especially in mathematics by:
 - *identifying and developing clearer strategies for effective teaching;*
 - *raising expectations of what pupils can achieve and their productivity;*
 - *consistently providing more challenging work for the higher attainers to help them to achieve the higher National Curriculum levels;*
 - *reviewing the level of adult support and where it is most needed;*

- *continuing to develop the good quality support for pupils with special educational needs;*
- *involving parents and pupils by providing clear targets for improvement;*
- *continuing to develop resources which support improvement;*

◆ develop self-evaluation of the school's curriculum and performance through:

- *developing a new school improvement plan to include clear and realistic timetables for the plans to raise standards and the quality of education;*
- *the systematic monitoring and evaluation of teaching and learning, involving target setting and review;*
- *the use of all available data to analyse pupil performance;*
- *the continuing review of pupils' performance to inform target setting;*

◆ broaden the planned curriculum for Reception children in order that:

- *the work takes more account of the Early Learning Goals;*
- *children have access to a wider range of activities and materials;*
- *children have more opportunities to choose and take part in practical and creative work.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	27	40	33	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	88
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	12

English as an additional language	Number of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	Number of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	2.7	School data	0.0
National comparative data	5.2	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
	2000	6	10	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Girls	10	10	10
Percentage of pupils at NC level 2 or above	School	88 (100)	100 (100)	94 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Girls	10	10	10
Percentage of pupils at NC level 2 or above	School	100 (100)	94 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

As the number of boys in Key Stage 1 was less than 10 then their results are not recorded separately as they are for girls.

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
	2000	5	4	9

As the number of pupils being tested in Key Stage 2 was less than 10, the school is not required to publish their results.

Ethnic background of pupils

	Number of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	79
Any other minority ethnic group	1

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)	4.4
Number of pupils per qualified teacher	20 : 1
Average class size	29.3

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	49

Financial information

Financial year	1999/00
	£
Total income	204,389
Total expenditure	198,045
Expenditure per pupil	2,251
Balance brought forward from previous year	8,351
Balance carried forward to next year	14,695

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	88
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	25	2	0	0
My child is making good progress in school.	52	44	4	0	0
Behaviour in the school is good.	44	40	12	4	0
My child gets the right amount of work to do at home.	29	38	21	8	4
The teaching is good.	56	44	0	0	0
I am kept well informed about how my child is getting on.	31	37	27	3	2
I would feel comfortable about approaching the school with questions or a problem.	67	27	4	2	0
The school expects my child to work hard and achieve his or her best.	60	35	5	0	0
The school works closely with parents.	40	43	13	0	4
The school is well led and managed.	52	37	6	5	0
The school is helping my child become mature and responsible.	44	52	2	0	2

The school provides an interesting range of activities outside lessons.

4	37	44	13	2
---	----	----	----	---