

INSPECTION REPORT

WIMBOLDSLEY COMMUNITY PRIMARY SCHOOL

Middlewich

LEA area: Cheshire

Unique reference number: 111056

Headteacher: Mrs J Millward

Reporting inspector: Keith Saltfleet
22291

Dates of inspection: 4 – 5 February 2002

Inspection number: 192637

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Nantwich Road Middlewich Cheshire
Postcode:	CW10 0LN
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Appropriate authority:	Governing body
Name of chair of governors:	Mr S Gill
Date of previous inspection:	3 - 5 March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wimboldsley Community Primary School is situated five miles north of Crewe. Only a few pupils come from the village itself with over 80 per cent coming to school by car or bus from nearby towns and villages. When compared with the national picture, the proportion of children relatively advantaged in socio-economic terms is above average; unemployment levels in the area are below the average for the country.

Although the pupils come from a wide area there is still a strong sense of community and parents are very interested in the progress of their children. The number on roll in January 2002 shows that the school is much smaller than other primary schools, with 90 pupils compared with the average size nationally of 226 pupils. However, this does represent an increase in numbers since the last inspection.

The percentage of pupils eligible for free school meals is below the national average and there are no pupils speaking English as an additional language. Pupils' attainment on entry to the school is average representing the full ability range. Almost all pupils have attended nursery or playgroup and when they start the school children approach it confidently.

The percentage of pupils identified as having special educational needs (11 per cent) is below the national average. The school admits children to the reception class in the September of the school year in which they are five. Currently there are six children in the school who are under five.

HOW GOOD THE SCHOOL IS

Wimboldsley Community Primary School is an effective school, popular with pupils and parents alike. It gives its pupils a good education and prepares them well for the next phase. Almost all pupils at ages seven and 11 attain the standards in English, mathematics and science expected of their age with a significant number achieving a higher level. Standards in reading are particularly good. There are some identified areas for development, for example, in the control element of information and communication technology. Teaching and learning are good. Pupils are interested in school. Their behaviour is good and they show very positive attitudes with very good all round relationships. The newly appointed headteacher is already making an impact and has a clear idea of the direction the school should take in the future. The governing body are in a position to know the school's strengths and weaknesses and give their full support. The school gives good value for money.

What the school does well

- Pupils attain above average standards in English, mathematics and science.
- The quality of teaching and learning is good.
- Providing an environment in which pupils are encouraged to become mature and responsible.
- The strong partnership with parents.

What could be improved

- Some aspects of information and communication technology.
- The role of the co-ordinator.

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 good progress since the last inspection in March 1997. Since then there have been considerable changes. The school population has grown, standards have risen, and the accommodation improved, although this is not yet complete. There have been new appointments of teachers, particularly the appointment of the present headteacher in January 2002 due to the retirement of her predecessor.

All the key issues from the last report have been addressed. The school has procedures for monitoring and tracking pupils' progress. Informal monitoring, assessment and target setting procedures are in place. The school's aims have been reviewed along with the school development plan and through the use of a wide range of information the governing body has seen sustained improvement. Provision and accommodation for physical education have been improved. The school's arrangements have been reviewed and are now more effective in supporting pupils' personal development and work in the classroom.

Pupils' overall attainment, particularly in English and mathematics at ages seven and 11, has risen and when compared to schools nationally, it is now above average.

STANDARDS

The children in the Foundation Stage make good progress so that by the time they are five, all pupils have achieved the Early Learning Goals and are working on the Programmes of Study of the National Curriculum. At ages of seven and 11, almost all pupils attain the expected level for their age in English, mathematics and science. A significant number of these pupils reach a higher level of attainment. Pupils with special educational needs make good progress.

Although comparisons with national and similar schools can be unreliable, due to the small numbers of pupils tested, their above average achievement is highlighted when comparing attainment over the last three years. This shows that at the ages of seven and 11, the performance of pupils consistently exceeds the national average for their age group in English, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very involved in their learning and work well independently.
Behaviour, in and out of classrooms	Throughout the school behaviour is good.
Personal development and relationships	Relationships are very good.
Attendance	Attendance is satisfactory although a significant number of parents take pupils on holiday in term time.

Pupils enjoy learning and are interested in their work. The very good relationships throughout the school promote positive attitudes to learning. They are not afraid to make mistakes and ask for help when they are unsure.

TEACHING AND LEARNING

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

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

The quality of teaching in the majority of lessons is good and occasionally very good. No unsatisfactory teaching was seen. Examples of this good teaching were seen in all classes. In the Foundation Stage, talking to children improves their vocabulary, and activities such as role play develop their personal and social skills. In all classes literacy and numeracy are taught well and this makes a very significant contribution to pupils' learning and the standards they achieve. The emphasis on developing pupils' good work habits from an early age is reinforced throughout the school so that when they leave they have confidence in their own ability and use their initiative. Provision for pupils with special educational needs is good. Their needs are clearly identified and met through full implementation of their individual education plans. Although pupils' work is marked regularly it could be more informative in telling pupils what they need to do next in order to improve. The school makes good use of specialist teachers for music and French.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and interesting. It offers pupils good learning opportunities in all subjects to foster their academic and personal development. It is enhanced by visits out and visitors to school, and by the teaching of French to the older pupils.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. The special educational needs co-ordinator provides good support for colleagues. The school has developed detailed individual education plans that contain clear and precise targets for improvement.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision for the pupils' spiritual, moral, social and cultural development is good. Pupils' cultural development is particularly good.
How well the school cares for its pupils	Pupils are cared for well. Their academic and personal progress is followed closely so they receive good attention at all times.

The school gives pupils good learning opportunities in all subjects. Independence and a responsibility for their own learning are part of this approach so consequently by the time they leave the school they are responsible and mature. Good links are made between subjects to enable pupils to use the skills they learn in one to further their knowledge of another. The importance placed on subjects such as art, history, music and drama provides pupils with a full and interesting and often rich curriculum. However, opportunities to use information and

communication technology to support pupils' work across the wider curriculum are sometimes missed.

The school enjoys a very fruitful partnership with parents, who are well disposed to the school and what it has to offer. They know that their children are happy and secure and believe they make good progress because of good quality teaching.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The newly appointed headteacher has settled into school well and is already making an impact through school self-evaluation. She has a clear idea of the direction in which she wishes the school to develop. The senior teacher, and the hard-working, enthusiastic teachers and their assistants give her good support.
How well the governors fulfil their responsibilities	The governing body fulfils all of its statutory obligations and gives good support to the work of the school.
The school's evaluation of its performance	The school monitors and evaluates all of its work to meet its commitment to high standards. Its findings are used to promote further success.
The strategic use of resources	There are sufficient, well-qualified staff with some good support from teaching assistants. Accommodation is satisfactory overall but space is at a premium. Resources are used well to support teaching and learning. The school is looking to increase its outdoor provision in the Foundation Stage.

The school applies the principles of best value to good effect.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school and the progress they make. • The quality of teaching and the good behaviour of the pupils. • They feel comfortable approaching the school and are kept well informed about the progress their child is making. • That the school works closely with them and expects children to work hard and become mature. • That the school is well led and managed. 	<ul style="list-style-type: none"> • A more interesting range of activities outside lessons.

Fifteen parents attended the meeting with the registered inspector prior to the inspection and 26 questionnaires were returned. From their response it is very evident that they strongly support the work of the school. The inspection team agrees with the positive views of the parents. The school is reviewing its extra-curricular activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain above average standards in English, mathematics and science

1. The children in the Foundation Stage make good progress so that by the time they are five, almost all children have achieved the Early Learning Goals and are working on the Programmes of Study of the National Curriculum. At the ages of seven and 11, in English, mathematics and science, almost all pupils attain the expected level for their age. A significant number of these pupils reach a higher level of attainment. Pupils, including those with special educational needs, make good progress. This represents above average achievement in relation to their abilities. Evidence from the inspection suggests this is set to continue. From listening to a sample of pupils read it is clear that standards in reading are particularly good.
2. In the Statutory Assessment Tests for seven year olds in 2001, the percentage of pupils reaching Level 2 or above in reading was above the national average, and in writing, mathematics and science very high. The percentage of pupils attaining Level 2B or above, is above the national average in reading and writing and very high in mathematics. The percentage of pupils reaching Level 3 is well above in reading, mathematics and science and very high in writing.
3. When comparing these results with similar schools the percentage of pupils reaching Level 2 or above in reading is in line with the national average, and in writing, mathematics and science very high. The percentage of pupils attaining Level 2B or above is in line with the national average in reading, well above in writing and very high in mathematics. The percentage of pupils reaching Level 3 is well above in reading, writing, mathematics and science.
4. When compared with national benchmarks and similar schools based on average points score, attainment in reading and mathematics is well above average and in writing is very high.
5. In the 2001 Statutory Assessment Tests for 11 years old pupils, 100 per cent attained Level 4 or above in all subjects. A significant majority of pupils attained Level 5 in the reading tests. When these results are compared both nationally and with similar schools, the percentage of pupils achieving this level in the Statutory Assessment Tests shows attainment in English, mathematics and science is very high. The percentage of pupils attaining Level 5 in English and science is well above average and is above average in mathematics.
6. A similar comparison with national benchmarks based on average points score shows attainment in English, mathematics and science to be well above average. Attainment at Level 5 in English and science is well above average and is above average in mathematics.
7. Comparisons from year to year with national and similar schools can be unreliable, due to the small numbers of pupils tested and the differences in ability of year groups. The effect of one pupil on a school's percentage measure can be considerable, whereas in a larger school it will be less marked. For example, each Year 6 pupil represented approximately 11 per cent. However, by comparing attainment over the last three years more reliable conclusions can be drawn about the school's achievements. This shows that at the ages of seven and 11, the performance of

pupils consistently exceeds the national average for their age group in English, mathematics and science. The continuing upward trend in standards in the core subjects of English, mathematics and science follows that nationally. The school is justifiably pleased with these standards. The challenge now is not only to maintain them but also to improve them further. The recent school self-evaluation by the headteacher points the way.

The quality of teaching and learning is consistently good

8. In 100 per cent of the lessons seen during the inspection, the quality of teaching is at least satisfactory. Indeed, in the majority it is good and occasionally very good. Examples of this good teaching are seen in all classes. This represents an improvement since the last inspection when there was an element of unsatisfactory teaching. Literacy and numeracy are taught well and this makes a very significant contribution to pupils' progress. As a result, pupils achieve above average standards in the core subjects by the time they leave school. In the lessons seen there is a clear understanding of how the strategies should be applied, with learning objectives firmly focused on pupils' needs. A good example was seen in a Year 6 literacy lesson when the teacher used her own model about whether the state pension should be increased. This helped pupils present their own balanced argument about the merits of homework.
9. The good quality of teaching in the Foundation Stage ensures that children's immediate needs are met. Talking to children develops their vocabulary, and activities such as role play develop their personal and social skills. This emphasis on developing pupils' good work habits from an early age is reinforced throughout the school so that when they leave they have confidence in their own ability and use their initiative. Relationships are very good and this level of trust and respect underpins the values of the school and ensures that its aims are met.
10. Teachers introduce lessons well, and use questioning skilfully to consolidate pupils' previous learning. They share their objectives with pupils and then at the end of the lesson talk about what they have learned. Teachers expect pupils to behave well and work hard, and have confidence in their abilities to learn. In turn, most pupils respond to this encouragement and quickly become independent learners. However, there is a very small number of pupils, mainly boys, who need to be reminded about the school's expectations of good behaviour.
11. In the best lessons teachers let their enthusiasm show. They challenge pupils without losing the sense of fun and enjoyment in learning. Lessons are planned creatively with good interaction to build on pupils' curiosity. This holds their attention and promotes enthusiastic and enjoyable learning. For example, using the poem 'Clouds' as a basis for a diagram to explain the water cycle or designing and making an electrical circuit to light up the eyes in a cat mask. Teachers make their classrooms stimulating and exciting places to learn. There are well-presented displays of pupils' work around the school, which add colour to the learning environment.
12. Provision for pupils on the special educational needs register is good. Their needs are clearly identified and met through full implementation of their individual education plans. Good use is made of praise to encourage them to contribute to lessons and to work hard.

13. Pupils' work is marked regularly but could be more informative in telling pupils in particular what they need to do next in order to improve. Good use is made of teaching assistants to support pupils' learning, particularly those with special educational needs and those in the reception class. Opportunities to use information and communication technology to support pupils' work across the wider curriculum are sometimes missed. Teachers set homework as a matter of policy to reinforce and extend what is learned in school.

The school provides an environment in which pupils are encouraged to become mature and responsible

14. "Children and their centrality to the process of education are at the heart of all that we endeavour to do at Wimboldsley Community Primary School. We aim to give children a broad and balanced and relevant curriculum based on the reality of their own experiences and emotions."
15. The school works hard to achieve its mission statement in the prospectus and gives pupils good learning opportunities in all subjects to foster their academic and personal development. Independence and a responsibility for their own learning are part of this approach. Thus, when pupils leave the school they are 'well rounded' and prepared for transfer to secondary school. English, mathematics and science are given a good proportion of school time and the National Literacy and Numeracy Strategies give clear guidance to teachers and support their good teaching in English and mathematics. Provision for pupils with special educational needs is good. Individual education plans are in place. Experienced teaching assistants are employed to provide extra classes in literacy and numeracy for small groups of targeted pupils.
16. The school recognises the importance of the foundation subjects and their contribution to the wider curriculum. It is also forward looking by supplementing this with French, currently taught by a specialist to the older pupils. The school also employs a specialist music teacher. Good links are made between subjects to enable pupils to use the skills they learn in one to further their knowledge of another. A very good example was seen when pupils looked at the work of Renaissance artists and how they interpreted events leading to the Crucifixion. They then used acrylic paints to create their own view of Jesus entering Jerusalem. The importance placed on subjects such as art, music and drama provides pupils with a full and interesting and often rich curriculum. This enthuses them and they are eager and keen to learn and consequently achieve good standards in these subjects. This is clearly shown in the high quality of art and design on display around the school such as the life-size Nativity figures that were displayed in Chester Cathedral until Epiphany. In addition, the number of visits and visitors that the school organises for the pupils greatly enhances their knowledge and understanding of a wide variety of subjects. These include walking round the city wall of Chester in the company of the Roman legionary Julius Gaius, map making in Delamere Forest and sketching on the beach at Anglesey. After school clubs give pupils opportunities to play board games and sports such as football, netball and hockey. Some parents would like a wider range of extra-curricular activities; however the inspection views the current provision as satisfactory. The school is looking to widen its sporting links with other schools.
17. There are good links with the local community. Visits to school by the community police and their dog handler make useful contributions to pupils' personal development as do opportunities to have their art work professionally framed and displayed in a gallery setting. These were viewed by parents and gave everyone the chance to look and talk about their own work and that of others. Younger pupils

become confident in the water through their regular visits to Crewe baths. Good links with secondary schools enable pupils' smooth transfer at age 11. By visiting South Cheshire College, the older pupils meet new people and try out new skills such as bricklaying.

18. Personal, social and health education is taught, although it currently lacks a policy and formal structure of a scheme of work. Health education, including the awareness of drugs is covered in the school's science curriculum. In sex education, issues are dealt with sensitively and appropriately as they arise.
19. The school's provision for spiritual, moral, social and cultural development is good. In assemblies, pupils are given opportunities to reflect upon their own and other people's beliefs and develop their own spiritual awareness. They are taught to respect differences in others. For example, when considering whether a tin labelled 'cat food' can be taken at face value and how these principles can be used in their own lives by looking more closely to find deeper qualities and celebrating and appreciating each other's contributions and achievements. Drama and role play are used as effective ways of developing an empathy with the past. They are given many good opportunities to develop values such as honesty, fairness, independence and respect. They learn how to learn from their mistakes, to be responsible for their own behaviour with a clear understanding between right and wrong. Parents value this approach and rightly believe that the school is helping their children to become mature and responsible.
20. Provision for pupils' social development is good as shown in the very positive relationships between pupils themselves and between the adults with whom they work. Older pupils care particularly well for younger pupils in the playground and around the school. Teachers provide good opportunities for collaborative and individual work during lessons. For example, when working in groups to design a vehicle, clarifying and developing their ideas and suggesting improvements. Pupils are given a wide range of opportunities to appreciate their own cultural traditions and those of others. Visits to the Egyptian collection in Liverpool Museum or sketching the stained glass windows in the cathedral bring these alive. By the time they leave the school pupils have an understanding of what it means to live in a multicultural society and the faiths of other people.
21. The outside area of the school also presents interesting opportunities. There is a large grassed area, very popular with older pupils to practise their game skills. The hard play areas are equally popular, with playground markings and a store of games to keep pupils interested. The wildlife area is a useful resource and is ideal in raising curiosity of the natural world. The school recognises that a comprehensive range of outdoor and large play equipment is needed for children in the Foundation Stage to further their physical development, ideally with a separate enclosed area where they can work in safety.

The school has a very good partnership with parents

22. The school enjoys a very fruitful partnership with parents, who are well disposed to the school and what it has to offer. They know that their children are happy and secure and believe they make good progress because of good quality teaching. This is shown graphically in their overwhelming support as shown in the returned parents' questionnaires and through their positive comments at the meeting before the inspection. There is also the additional factor that most of the pupils live outside the

village itself and this involves a commitment by parents to bring them to school. However, there are a significant number of pupils taken on holiday during term time.

23. There are regular newsletters, which keep parents well informed about forthcoming events. They are also given advance notice of the topics their children will be studying and ways in which they can help, for example, websites to help in mathematics. The school also provides occasional workshops to enable parents to become more involved in their children's learning. The prospectus is very helpful for new parents in explaining the school's philosophy and what it has to offer. The governors' annual report to parents paints a reflective picture of the school's recent developments. Parents meet teachers each term to discuss their children's progress. Pupils' annual written reports have improved since the last inspection. They clearly show what pupils know, understand and can do in all subjects of the curriculum as well as describing their personal development.
24. Parents are encouraged by the school to be involved with their children's learning; for example, reading diaries provide a useful dialogue between school and home. Most parents are happy with the improvement in the arrangements for homework since the last inspection, although some feel it is inconsistent in terms of content, purpose and outcome. The school is reviewing its current arrangements. Parents are always happy to support the school. They help regularly in all classes such as working with small groups in sewing or in the water at Crewe baths to support timid swimmers, and on visits out of school. The hard working parent/teacher association meet regularly to organise and plan fund-raising and social activities. These events are well supported financially by other parents and the wider community.

WHAT COULD BE IMPROVED

Information and communication technology

25. Pupils were seen working on computers in all classes although there was little direct teaching. By talking to pupils and looking at some of their completed work it is clear that overall they attain standards appropriate to their age. Many pupils have access to a computer at home and this has a positive effect on the standards they attain. However, the school recognises that overall, standards are not as high as they should be in some areas and that there is still room for further improvement. There have been considerable improvements in the quality of resources since the last inspection through the grant from the National Grid for Learning and the ratio of pupils to computers is good.
26. Pupils in the reception class quickly establish skills in their use of technology, for example, becoming familiar with the computer keyboard and the mouse. In Years 1 and 2, pupils use art packages to draw pictures and when word processing they can use keys to alter text, and with help save and print their work. Information about their favourites is collected in a database. Pupils use CD-ROM encyclopaedias to find information in history, and number and spelling programs to help their understanding in literacy and numeracy.
27. In the junior classes, pupils continue to make satisfactory progress in their word-processing skills and change the font, and its size and colour, when typing out their stories to get the best effect. They use databases and spreadsheets to collect and present the results of their investigations. Pupils use CD-ROMs to research information but have limited experience of using the Internet. Similarly pupils' use of e-mail is underdeveloped.

28. Information and communication technology is used effectively to help pupils with special educational needs to ensure inclusion in the same work as the rest of the class. For example, in the literacy hour using a computer to recognise words starting with the letter 'g'.
29. It is not possible to judge the quality of teaching overall. However, there are some areas where teachers' confidence in teaching information and communication technology could be improved. These have been identified and plans are in hand to meet these needs. The school has rightly chosen to develop pupils' knowledge, skills, and understanding in information and communication technology through their application in other subjects. However, it is recognised that these planned links are in need of further development for them to be really effective. An audit of existing software and hardware will be helpful in their identification. This development is part of the school's planned review of its two-year rolling programme to ensure that pupils' knowledge, skills, and understanding are built on progressively as they move through the school. To complement this, formal assessment should be developed to monitor their progress.
30. The potential to raise standards is there. Priorities include making more use of the Internet and control in all classes and in the junior classes providing pupils with more opportunities to use e-mail, and monitoring and data logging using sensors.

Further developing the role of the co-ordinator

31. The headteacher believes that self-evaluation is a fundamental tool in school improvement and good management is vital to raising standards. The last report mentioned that the school does not adequately monitor and evaluate standards and the quality of teaching. This has been addressed with the headteacher taking responsibility for visiting classrooms to observe the quality of teaching in lessons, and the senior teacher working closely as mentor to a newly qualified teacher. However, since the last inspection more emphasis has been placed on target setting and the whole process is more sophisticated. Procedures are in place to monitor and track pupils' progress closely in English and mathematics and this is having an effect on pupils' achievements.
32. In such a small school, the sharing and ownership of responsibilities are very important. A formal monitoring policy has been recently adopted and procedures have been agreed. The school is now in a position to use this and build on its current good work. All teachers have delegated to them the co-ordination of several subject areas and this responsibility makes a further useful contribution to the school's management. The role currently extends mainly to a termly overview of teachers' plans. Co-ordinators draw up and review policies. However, there is a growing need to extend their role further. For example, through a more regular and rigorous review of teachers' planning, evaluating pupils' work and by giving them opportunities to visit classrooms to monitor the effectiveness of teaching and learning in their subjects. It is also important that they have some control of their own subject budgets and can use this money for resourcing and developing their subject areas throughout the school. Not only will this give teachers a strategic overview of their subjects, but will also allow them to make a more positive contribution to raising standards as well as giving them opportunities to gain valuable professional development.
33. A useful start has been made with co-ordinators completing an audit of the areas for which they have responsibility. Action plans are in place detailing an overview of

further developments with a common objective, to review the curriculum provision for each year group in all subjects. Medium-term planning in science and the foundation subjects is currently based on the Qualifications and Curriculum Authority model and this gives clear guidance. However, there is recognition for a need to link these long and medium-term plans with the Programmes of Study of the National Curriculum so that pupils' knowledge, skills and understanding in each subject are built on progressively as they move through the school. Assessment procedures should be developed to record this consistently and formally. It will ensure that when teachers plan their lesson objectives they are relevant to the needs of all groups and individuals. This is particularly important in light of the governing body's intention to form a fourth teaching group at the start of the next academic year.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. To raise standards further, the governors, headteacher and staff should continue to focus their attention on implementing the following:
 1. Further develop the role and school self-evaluation skills of subject co-ordinators by providing them with opportunities to monitor the teaching and learning in those subjects for which they have a particular responsibility.
 2. Build on the good work so far in information and communication technology by:
 - a. making more use of the Internet and control in all classes, and in the junior classes providing pupils with more opportunities to use e-mail, and monitoring and data logging using sensors;
 - b. improving staff confidence;
 - c. identifying opportunities to develop the subject across the curriculum;
 - d. developing formal assessment procedures to monitor pupils' progress.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
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
Number	0	1	7	2	0	0	0
Percentage	0	10	70	20	0	0	0

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

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)	0	90
Number of full-time pupils known to be eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	10

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	7
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	6.0

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	7	9	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	94 (92)	100 (92)	100 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Results not published due the small number of eligible pupils.

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	1
White	77
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)	4.3
Number of pupils per qualified teacher	21
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	30

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2000- 2001
	£
Total income	195,548
Total expenditure	189,501
Expenditure per pupil	2,256
Balance brought forward from previous year	17,294
Balance carried forward to next year	23,341

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	88
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	14	0	6	0
My child is making good progress in school.	58	36	0	6	0
Behaviour in the school is good.	47	50	3	0	0
My child gets the right amount of work to do at home.	36	47	11	3	3
The teaching is good.	58	42	0	0	0
I am kept well informed about how my child is getting on.	47	42	8	3	0
I would feel comfortable about approaching the school with questions or a problem.	81	17	0	0	3
The school expects my child to work hard and achieve his or her best.	56	44	0	0	0
The school works closely with parents.	58	36	0	0	6
The school is well led and managed.	58	25	0	0	17
The school is helping my child become mature and responsible.	56	39	0	3	3
The school provides an interesting range of activities outside lessons.	39	19	22	11	8