

INSPECTION REPORT

BODRIGGY PRIMARY SCHOOL

Hayle

LEA area: Cornwall

111848

Headteacher: Mr D May

Reporting inspector: Dr C Lee
21854

Dates of inspection: 6 – 7 November 2001

Inspection number: 193588

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Humphry Davy Lane Hayle Cornwall
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Appropriate authority:	The governing body
Name of chair of governors:	Mr I Halford
Date of previous inspection:	21 April 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT COULD BE IMPROVED	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bodriggy Primary School is slightly bigger than the average primary school. The nursery has places for 26 children in both the morning and afternoon sessions. Forty-six children currently attend the nursery and, including children in the reception class, a total of 62 children were aged five and under at the time of the inspection. In reception to Year 6 there are 258 pupils on roll, slightly less than at the time of the last inspection. One pupil has English as an additional language but has no need for support in English. In addition to the nursery, there are ten classes split between two sites. The nursery, reception and most Key Stage 1 classes occupy the lower site in older buildings that were the original school. The newer, upper site has the Key Stage 2 classes plus a mixed class of Year 2 and 3 pupils. With the exception of Year 4, pupils in all year groups are in either a single- or mixed-age class. The area served by the school is one where there is considerable social and economic disadvantage. Twenty-six per cent of pupils are eligible for free school meals and this is above average. Twenty-two per cent of pupils are on the school's register of special educational needs and this is also above the national average. Of these, 12 pupils have statements of special educational needs and these include four pupils with hearing impairment whose needs are met in partnership by the school and the West Cornwall Audiology Unit that is based at the school. Other special needs cover a wide spectrum of learning, physical, emotional and behavioural difficulties. There are a significant number of pupils who either join or leave the school during a school year and this turnover is typically around ten per cent each year. Children's attainment on entry to the nursery is below average overall but language and social skills are generally well below average. The school has experienced significant changes in teaching staff in the last two years during which four teachers have left and five have been appointed.

HOW GOOD THE SCHOOL IS

High levels of care and concern for each pupil's welfare permeate all aspects of the school's work. Standards being achieved show an underlying trend of improvement and this is most evident at the foundation stage and Key Stage 2 where pupils achieve particularly well in relation to their prior attainment. As a result of good teaching supported by very good leadership and management, pupils' standards at the end of Key Stage 2 are now close to national averages in English, mathematics and science. The school is very successful in its provision for pupils with special educational needs and achieves this through its good practice in all aspects of educational inclusion and high quality specialist teaching. Very thorough monitoring of pupils' progress further enhances the good levels of effectiveness of the school and its good response to pupils' diverse learning needs. The good quality of education and rising standards, together with a good capacity to succeed still further, enable the school to provide good value for money.

What the school does well

- The headteacher and deputy headteacher lead and manage the school very well with good support from senior staff and the governing body
- Very good provision for the foundation stage promotes children's good progress
- The overall quality of teaching is good and encourages positive attitudes amongst pupils and good levels of achievement
- There is very thorough monitoring of pupils' academic progress and ongoing assessment of their learning that contributes well to the raising of standards
- Good specialist teaching and the high quality of support by learning support staff enables all pupils with special educational needs to make good progress in both their academic and personal development
- Parents' very good views of the school reflect the school's excellent commitment to developing a close partnership

What could be improved

- The standards achieved at the end of Key Stage 1 in English and mathematics could be higher
- The role and responsibilities of subject co-ordinators need developing

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. A series of temporary senior managers led the school until the present headteacher was appointed in April 2000 and the deputy headteacher a year later. The good overall improvement since the last inspection has, in reality, been achieved since the headteacher's appointment. As a result of his leadership and the support and co-operation he has received from staff and the governing body, most of the weaknesses highlighted by the original key issues have been resolved successfully. This is most obvious in the area of management, where a wide range of improvements was needed. Very good improvement has occurred through the creation of a clear, coherent management structure with responsibilities skilfully delegated and school unity established. The limitations in the curriculum have been overcome with documentation in place to support long-term planning of all subjects. Weaknesses in information and communication technology have been addressed through staff training, resource improvement and curriculum development. This has raised significantly pupils' standards throughout the school. Compared with judgements made at the last inspection, improvement is evident in many aspects of the school's work. The most significant progress has been in the standards being achieved at the end of Key Stage 2. Year 2001 apart, results have compared very favourably with those in similar schools. Other areas showing good improvement are monitoring and evaluation of performance, pupils' attitudes, the assessment of pupils' learning and the partnership with parents. Inspectors are confident about the school's capacity for further improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E*	C	E	E
mathematics	C	B	D	C
science	D	C	E	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The above table does not show that the school's own rising annual targets for the end of Key Stage 2 have been achieved each year. These targets are based on careful predictions that take account of pupils' prior attainment and data such as percentages of pupils with special educational needs. Although the 2001 test results show a drop compared with 2000, pupils met the targets. A third of the pupils were on the special educational needs register and overall results were a satisfactory achievement in relation to what this year group had achieved at age seven. The percentage achieving the higher than expected Level 5 rose in English in 2001 and fell slightly in mathematics and science but, overall, the results achieved by more able pupils compare very favourably with similar schools. Targets set for current Year 6 pupils are high and very challenging. However, they are benefiting from good teaching and show good improvement and achievement compared with their own past performance and the school's 2001 end of key stage test results. They are in line to achieve national average standards in English, mathematics and science by the end of the school year.

The 2001 test results for seven-year-olds show a significant drop in reading and writing from those of the previous year. This continues a trend of fluctuating results that has occurred since 1996. In 2001 there was improvement in mathematics but the result was still below the average in similar schools. Work seen during the inspection is of a higher overall standard and is average in reading but below average in writing and mathematics. The high quality of teaching now evident in Year 2 is raising standards rapidly. Standards in reading are improving throughout the key stage and in reception due to the significant impact of the Reading Roundabout scheme and the good work of teachers, support staff and parent volunteers.

In other subjects seen during the inspection, pupils attain standards in line with national expectations at ages seven and eleven with two exceptions. At the end of Key Stage 2, work in information and communication technology is above expectations and good standards of singing are evident throughout the school.

Children enter the foundation stage with standards below expectations in all areas of learning, with communication, language and literacy and personal, social and emotional development being well below expectations. Their very good progress results in them exceeding expectations at age five in personal, social and emotional development and creative development, meeting expectations in physical development and knowledge and understanding of the world but being below expectations in communication, language and literacy and mathematical development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' good attitudes are reflected in their obvious enthusiasm for school and the work they do.
Behaviour, in and out of classrooms	Behaviour is good overall. It is often very good in classrooms and helps to establish a good atmosphere for work, but there is some deterioration at lunch-times.
Personal development and relationships	Very good relationships exist between pupils and between pupils and staff, contributing to pupils' good overall personal development. Those Year 6 pupils with specific responsibilities carry them out very conscientiously but younger pupils have fewer opportunities to show initiative and personal responsibility.
Attendance	Good. Attendance figures are above national averages and unauthorised absence is below average.

TEACHING AND LEARNING

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

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

Variations in teaching and learning between the key stages are primarily the result of the differences in the expectations that teachers have of pupils. All teachers are very thorough in their assessment of pupils' learning and recording of pupils' academic and personal development. The needs of different groups of pupils are generally met well in numeracy and literacy lessons. Teaching of pupils with special educational needs is good. Work is carefully planned to meet pupils' needs and the good quality of teaching by specialist teaching and support staff enables these pupils to progress well. There is good provision for more able pupils in literacy and numeracy. Here, the planning of work is thorough but it is less so in other subjects. All teachers use support staff well, briefing them thoroughly on the objectives

of activities that they carry out with pupils. The work of support staff is of good quality, especially in the nursery, where the nursery nurse provides support of the highest quality. Similarly, very good teaching and support is provided by staff in the Audiology Unit. Pupils with hearing impairment make very good progress in lessons where specialist support is present and good progress at other times due to teachers' good awareness of the pupils' needs.

Pupils generally work hard and the oldest and youngest pupils show particularly good levels of concentration and interest. However, throughout the school there are occasions when interest and good behaviour decline in over-long lessons. At Key Stage 1 there is a tendency for younger pupils to be over reliant on adult support and they lack the independence that is shown by the end of the foundation stage.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall but very good provision of stimulating, very well-planned learning opportunities in the foundation stage.
Provision for pupils with special educational needs	Provision is good overall. There is early identification, good liaison with parents and regular review of pupils' progress towards the good, specific targets that are set for them in literacy and behaviour. Failure to establish numeracy targets is a weakness.
Provision for pupils with English as an additional language	No pupil requires specific provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall with good provision for social development and satisfactory for spiritual, moral and cultural development across the curriculum.
How well the school cares for its pupils	The school is a caring community providing very good support and guidance. There is good attention to ensuring pupils' welfare. Very good procedures are now in place for assessing pupils' attainment and progress and these are guiding curriculum planning very successfully.

Parents hold very good views of the school. The school works hard to develop a close partnership with all parents and carers, providing a good variety of information and involving parents well in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher leads the school very well with very good support from the deputy headteacher. Other key staff contribute well to school management.
How well the governors fulfil their responsibilities	The provision of constructive guidance and a very clear vision of the school's strengths and weaknesses ensure good fulfilment of responsibilities.
The school's evaluation of its performance	Good. The school identifies priorities, sets itself targets and pursues effective courses of action for future improvement.

The strategic use of resources	Good use of physical and human resources and very efficient management of the finances available.
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Staffing levels are good and learning resources and accommodation are satisfactory overall. Internally, the school has adapted accommodation to establish information and communication technology suites on both sites and a purpose-built library is planned for the upper site. The school applies the principles of best value satisfactorily through appropriate use of challenge, comparison, consultation and competition.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Children's good progress • Good behaviour • The good standard of teaching • The information provided about their children's progress • How the school deals with their questions or problems • The school has high expectations of its pupils • The high quality of leadership and management • Children are helped to become mature and responsible • The range of activities outside lessons 	<ul style="list-style-type: none"> • The homework set for pupils

Inspectors endorse all the aspects that please parents. They do not support the concern expressed about homework. There is good provision for homework, consistent with school policy and often stimulating for pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher and deputy headteacher lead and manage the school very well with good support from senior staff and the governing body

1. Since his appointment in April 2000, the headteacher's drive and determination have been instrumental in securing improvement in many aspects of the school's work. The limited attention paid by his predecessors to the weaknesses highlighted by the last inspection determined the priorities for action. However, his initial evaluation of the school's strengths and weaknesses prompted additional action to rectify issues such as low staff morale, aspects of pupils' behaviour causing concern and lack of rigour in financial management.
2. The school has been led very successfully and very quickly to its present position where staff work conscientiously towards shared goals, pupils have pride in their school and work hard to maintain a good sense of order, and standards in both academic and personal development are rising. Consistent use of clear strategies for behaviour management have significantly reduced the incidence of exclusions and pupils' behaviour is now good overall.
3. The concern to raise standards results in high levels of challenge being set for pupils at the ends of the key stages, reflecting the headteacher's high expectations. Good teaching throughout Key Stage 2, and very good teaching towards the end of the key stage is enabling pupils of all abilities to make good progress. Results in National Curriculum tests for eleven-year-olds are now consistently well above the average results of schools in similar contexts.
4. The headteacher's monitoring of the quality of teaching is used to set appropriate targets for individuals and identify areas where improvement is required. The trend of fluctuating test results at the end of Key Stage 1 is being addressed purposefully by raising levels of teachers' expectations and by deployment of high quality teaching to Year 2.
5. The headteacher's excellent inter-personal skills are evident in the impressive quality of his relationships with all members of the school community. These skills are complemented very successfully by the deputy headteacher's managerial strengths. Her specific responsibilities include co-ordination of Key Stage 1 and of assessment procedures. The latter has led to an excellent policy supported by very good procedures that staff have quickly adopted and are using very constructively. Attention could now be given to including the foundation stage as part of the whole school's assessment structure.
6. The significant turnover of teaching staff in recent years has affected the continuity in other management roles played by staff. The school is now in a stable enough position to be confident that the responsibilities of a senior management team and of individual subject co-ordination can be maintained and developed. There is already evidence, in the enthusiasm and expertise of the literacy and information and communication technology co-ordinators in particular, of exciting action planning that is aimed at both developing the subjects and raising standards.
7. The governing body has responded very positively to the headteacher's ongoing evaluations of school development. Under the very effective leadership of the chair of

the governing body, governors, both individually and collectively, have good levels of involvement in the work of the school. New governors respond quickly and successfully to their responsibilities. Individuals have specific links to literacy, numeracy, special educational needs, information and communication technology and sport and their partnership with co-ordinators is developing successfully alongside a well-informed view of the school's work in these areas. Governors also benefit from the initiative shown by one of their members in producing a fortnightly newsletter informing them of school events. The finance committee has been instrumental in monitoring the cost effectiveness of decisions and, through prudent management of finances, the school is now in a position to fund the building of a much-needed library.

Very good provision for the foundation stage promotes children's good progress

8. Many children start in the nursery with low levels of attainment and the school's assessment shows that children's language and social skills are generally well below the expectations of three-year-olds. The high quality of learning opportunities in all six areas of learning in the foundation stage curriculum enables children to make very good progress so that they are well-prepared for starting the Key Stage 1 curriculum when they transfer to Year 1.
9. Children's progress results from a combination of good teaching, thorough planning of activities that match individual children's needs and the overall quality of the learning environment that has been created in the nursery and reception classrooms. The nursery classroom's imaginative organisation creates an exciting environment for the children, with several discrete areas for different types of activity.
10. Good teaching has the characteristics of high but realistic expectations of what individual children can achieve, the valuing of each child and the detailed recording of children's learning. Teachers work in very close collaboration with other adults in the classroom, be they school support staff, students in training or parent volunteers. The supporting adults are briefed very thoroughly on their roles and the needs of individual children. For their part, children form very good relationships with all adults and this is the product of the emphasis placed on the development of personal, social and emotional skills that commences the moment that children start in the nursery. The youngest children, in the class for only a few weeks, were observed carrying out the routines that re-inforce the expectations of co-operation, respect for others and the responsibility for organising resources, clearing up and transferring from one activity to another without adult direction. In reception, individual children worked quietly at the computer at a task that had been introduced earlier in the day. Their good listening skills meant that none were unsure about what they had to do.
11. In nursery and reception, there is very good awareness of individual children's needs and the tasks that are planned to meet those needs are imaginative, stimulating and a reflection of the detailed assessment that is carried out of children's learning. The breadth of children's learning was illustrated well by the nursery teacher's development of the theme of 'Food'. Children showed good retention of what a visiting Health Visitor had told them about healthy food. They carried out counting activities using a range of vegetables and their mathematical development was extended very successfully when the nursery nurse helped them create a chart recording if they liked or disliked the taste of avocado. More able children showed their ability to identify numbers to twenty on a number line as they discussed the completed chart. All children's work is celebrated in many ways and this is evident in the very good displays in both classes as well as by the production of class books of children's creative and language work. Assessment is meticulous and the product of skilful, well-planned observation of children. The nursery

teacher is extending assessment still further by her recent development of an innovative, highly practical form of recording the different stages of children's development in each area of learning. This is impressive in its simplicity and its potential for informing parents and a child's next teacher of exactly how far the child has progressed towards the early learning goals.

12. There is a strong partnership with parents in both classes. This is often initiated during the home visits made by nursery staff before children start school. Parent helpers play an important role in the classroom and on the trips that explore the local environment. In reception, parents apply successfully the training that has been provided for them to assist with the daily Reading Roundabout scheme that occupies the first half-hour of each school day.
13. Continuity between nursery and reception is maintained by the regular, informal dialogue between the two teachers. This very good professional relationship ensures that learning builds on what children know and can do. However, the responsibility for management of the foundation stage as a whole has not been recognised as a necessary part of the school's overall management structure. This is a missed opportunity for consolidating the continuity between the two classes. The combined success of the two classes is not in doubt and is evident in the levels of achievement when children reach the age of five. From a low starting point, children's attainment has reached levels that exceed expectations at age five in personal, social and emotional development and creative development and meet expectations in physical development and knowledge and understanding of the world. Although the majority are below expectations in communication, language and literacy and mathematical development this still represents good progress compared with attainment at age three.

The overall quality of teaching is good and encourages positive attitudes amongst pupils and good levels of achievement

14. The standard of teaching was good at the time of the last inspection and it remains so although there have been many changes in personnel. No unsatisfactory teaching has been observed and there are examples of very good teaching at the foundation stage and both key stages.
15. The trend in rising standards reflects the high expectations that teachers have of pupils. Where expectations are highest, pupils' progress is greatest and this has been, and continues to be occurring at the foundation stage and Key Stage 2. Similarly, very rapid progress is now being achieved by all in the class of Year 2 pupils due to the deployment of a highly skilled teacher to that class. The expectations are of high standards of work, positive attitudes to learning and good behaviour. Pupils respond by achieving all these qualities. They show enthusiasm for learning and rise to the challenge of the targets that are set for them for both the short term and for longer periods of time. Target setting is also implicit in the habit of the most successful teachers of identifying in planning the specific learning to be achieved in a lesson and explaining this learning intention at the start of lessons. Through observation, note taking and marking of pupils' work, teachers are continuously assessing the extent of pupils' learning. Their planning and assessment folders have many good examples of the use to which such assessment is put, be it the need for reinforcement, the development of an area of learning in the classroom or the need to follow up an observation of a pupil that might have been made during assembly or at play. As a result of these strengths in teaching, pupils are often achieving more than would normally be expected from them in relation to their attainment in the past. This is seen

in the standards of pupils now in Year 6 who are in line to match national averages in English, mathematics and science by the end of the school year.

16. Pupils' progress is very positively influenced by the good quality of support staff. The impact of the training provided for these staff, coupled with thorough briefing by class teachers, is seen in the good quality of instruction and feedback provided to pupils and the reporting to teachers of the progress made by pupils. Teachers are ensuring that the needs of groups of pupils of differing abilities are being met through the planning of appropriate learning activities. More able Key Stage 2 pupils benefit from the challenge of work that extends their learning and places additional demands but such challenge is less evident in Key Stage 1 teachers' planning or provision. At Key Stage 2, it is an integral feature of key literacy and numeracy lessons and extends to other subjects. For example, a Year 6 science lesson had good provision of an extension task for more able pupils to hypothesise on likely results in an investigation of forces.
17. A significant consequence of the good teaching is the acquisition of good learning habits by pupils. The confidence and independence shown by children in the foundation stage is developed further at Key Stage 2. This is particularly evident in the conscientiousness shown by all Key Stage 2 pupils when they work unsupervised in the computer suite on mathematics programs. They quietly and carefully work at their tasks, returning to classes as soon as they are finished. In literacy lessons, dictionaries and other resources are fetched as needed. In literacy and numeracy lessons, pupils from Year 2 onwards are very attentive during the whole class introductions to lessons and move swiftly into the next phase of a lesson with good understanding of the work to be done.

There is very thorough monitoring of pupils' academic progress and ongoing assessment of their learning that contributes well to the raising of standards

18. In addition to the constructive use of assessment information that is a feature of good teaching, the whole school policy of frequent evaluation of pupils' learning is operating successfully at many levels. The deputy headteacher has produced an impressive assessment policy that identifies a wide variety of manageable strategies for evaluating pupils' learning and informing planning. Strategies include regular testing, self-evaluation by pupils, the collation of records of achievement, assessment tasks across the curriculum and target setting that reflects pupils' achievements. There are clear procedures for the transfer of information from one teacher to another.
19. Performance in national tests, be they at the ends of key stages or in intervening years, is monitored closely. The information is used to address general issues as well as in the setting of specific targets for individuals and groups. Test performance in mathematics, reinforced by the co-ordinator's scrutiny of pupils' work in numeracy lessons, highlighted inconsistencies in the methods used by pupils to record addition, subtraction, multiplication and division calculations. The co-ordinator's clear guidelines for teachers have now established consistency, in both teaching and learning, across the school.
20. From test performance data, specific groups are created for additional support and to inform teachers' classroom groupings. The detailed data analysis is used to identify areas for development, any differences between boys and girls and to compare the performance of pupils in split year groups. Most importantly, the data is used to effect change. Performance of pupils in 'booster' classes that involved the withdrawal of groups for additional support was found to be less improved than was expected.

Funding has therefore been directed to providing more in-class support for pupils. Target setting for Year 6 pupils in the end-of-key stage national tests reflects the drive for higher standards. These are particularly challenging this year but the pupils concerned are working at levels that indicate that the targets are achievable.

Good specialist teaching and the high quality of support by learning support staff enables all pupils with special educational needs to make good progress in both their academic and personal development

21. The broad range of special educational needs of a significant proportion of the school population is catered for by good teaching and well-planned provision. This provision is managed well by the special educational needs co-ordinator who, in close collaboration with learning support staff, ensures that learning activities are closely matched to individual pupils' needs and the targets set for each pupil. The success of this provision, which combines withdrawal of pupils in small groups with in-class support, is evident in the pupils' good progress and regularity with which pupils are removed from the special needs register.
22. Early assessment and identification enables the school to design appropriate learning programmes. The comprehensive school policy produced by the co-ordinator provides good guidance on strategies that both meet pupils' academic or personal needs and enable pupils to experience full inclusion in all aspects of the curriculum and school life in general. Priority is placed on learning difficulties in the area of language development and concerns about behaviour. The school recognises that there is now an additional need to address learning difficulties in mathematics and extend the current range of target setting. Specific targets are set to guide pupils' development and these are at the forefront of pupils' work, whether it is individually or in small groups with the co-ordinator or support staff or with class teachers in a whole class lesson. Pupils are motivated well by the targets set for them and their delight at successful achievement is shared by classmates, as in the spontaneous applause after a less able pupil had read her story writing aloud in the Year 2/3 class literacy lesson.
23. Teachers' planning reflects detailed attention to the needs of groups of pupils with special educational needs and this planning very clearly identifies the role of all supporting adults. Good liaison with specialist support services enables such support to be used efficiently and effectively. The specialist teachers of hearing impaired pupils have advance copies of all relevant planning by class teachers. These pupils are then very skilfully supported within the classroom and specific needs of pupils can be met by adapting a lesson's learning activities. A Year 2 numeracy lesson on rounding numbers up or down to the nearest ten included a short period of withdrawal of the specialist teacher and two pupils to the audiology unit base, where speech patterns could be developed using specialist resources as pupils continued to work at the numeracy activities started in the classroom. The high incidence of speech difficulties evident in nursery children is now being targeted successfully by a speech therapist's assessments being carried out at the school. The resultant very detailed reports provide excellent guidance for school staff on strategies for addressing individual children's difficulties.
24. Other groups of pupils with specific needs are involved in initiatives that are meeting needs very successfully. The Trailblazers scheme, co-ordinated very successfully by a member of the learning support staff, provides a range of stimulating tasks intended to raise pupils' self-esteem. Currently working both off-site in sessions at an outdoor education centre and on-site on projects concerned with restoration and enhancement

of parts of the school grounds, these pupils are currently producing detailed planting plans for a rose collection close to the school entrance. While confidence and self-esteem are raised very successfully by the practical and problem solving tasks, the written recording of all that is experienced also enhances academic progress. The contribution of these pupils is valued by all and, by the very nature of the fact that their work is uniquely special, there is a considerable impact on the pupils' development as a whole.

Parents' very good views of the school reflect the school's excellent commitment to developing a close partnership

25. The headteacher has successfully led the school in developing its partnership with parents. Their views of the school, and their wish to express them, are evident in the high rate of return of questionnaires sent out prior to the inspection and in the very positive views that the returns endorse.
26. Comparatively low levels of parental involvement in the school's work in the past are now increasing. One stimulus for this has been the initiative of the governing body in consulting parents about how they would like to be involved through its own questionnaire. A further impetus has been the headteacher's excellent relationships with parents that have convinced parents of the warm welcome that they will receive. Parents also see this reflected in the approachability of staff and the care and concern that staff show for all pupils.
27. There is a good flow of information from school to home that embraces school events, details of each class's work and the progress being made by pupils. The new school prospectus is a document of the highest quality that informs parents very successfully of all aspects of the school's work. At Key Stage 1, small groups of parents have committed themselves to assisting the daily Reading Roundabout session in each class. Their contribution is valued and it is made effective by the training that the school has provided.
28. Nursery parents are similarly having a good impact on children's learning. The final indicator of the success of the school's hard work and determination to improve the sense of partnership with parents is the re-establishment of the Parent Teacher Association.

WHAT COULD BE IMPROVED

The standards achieved at the end of Key Stage 1 in English and mathematics could be higher

29. Results in the National Curriculum tests for seven-year-olds have fluctuated during the last five years but have generally been well below national averages each year. In 1999, the reading and mathematics results placed the school in the lowest five per cent of schools nationally. Results in 2001 were lower than in 2000, with results in reading and writing again being well below national and similar school averages, while mathematics was well below the national average and below the average for similar schools. Even when the percentages with special educational needs are taken into account, the picture in 2001 is of too many pupils failing to achieve as high a result as they should have done. This underachievement applies both to the pupils who should have achieved the expected Level 2 and, to a lesser extent, to those more able pupils who

should have gained the higher Level 3. The latter show slight improvements on the previous year, with low but marginally better percentages attaining Level 3 in reading and mathematics.

30. Senior management is now addressing the history of low standards and the strategies for improvement are starting to have an impact. The most significant of these is the deployment of a very good teacher to the single-age Year 2 class. However, Year 2 pupils are spread across three classes, with the youngest taught with Year 1 pupils and the oldest with Year 3. This reflects the continuing difficulties for school organisation with the awkward standard admissions number of 50 pupils per year. Liaison between all teachers is obviously crucial if comparative progress is to be monitored.
31. Weaknesses are evident in pupils' literacy and numeracy skills by the end of Year 1 that indicate insufficient progress since the end of the foundation stage. Past monitoring of teaching indicates that teachers' expectations have been too low. This has not been evident in any classes during the inspection and the only barrier to learning observed was too high an incidence of pupils calling out during discussions, showing poorer listening skills than reception children display. In reading, the introduction of daily reading sessions under the Reading Roundabout scheme is starting to benefit all of reception and Years 1 and 2. The oldest Year 2 pupils are now in line with the expectations of their age and others are catching up quickly. The essential skills of writing are developing satisfactorily, although less able pupils have difficulty recalling letter sounds, which affects adversely their attempts to spell words, and more able pupils are not using a wide enough vocabulary. When sequencing events in a story that they had read, the more able amongst the older Year 2 pupils were unable to suggest alternative words to the ones in the book. In numeracy, pupils of average ability and those who are less able are often hesitant in counting and other mental activities. In both Year 1 and Year 2, the more able pupils are not extended sufficiently and are too often set the same work as other pupils. The areas of weakness point to aspects of teaching that need improving. These vary between teachers, and individuals need to address behaviour management, the planning of work for pupils of different abilities and the pace of lessons. The length of some lessons adversely affects the latter. One literacy lesson of 80 minutes was observed and most are typically at least an hour in length. Pupils are given longer than is needed to complete tasks in such lessons and they would benefit, without standards suffering, from being expected to work at a faster pace.

The role and responsibilities of subject co-ordinators need developing

32. The co-ordination of work across the school in each subject has been slow to develop due to an element of staff instability. The current school development plan places priority on clarifying co-ordinators' roles and this is appropriate timing. The most relevant planning and preparation that has occurred relates to release of co-ordinators from classroom teaching, with finance allocated to enable this release. Current documentation does not provide a clear enough picture of the precise responsibilities of co-ordinators or of how responsibilities are to be carried out. Such guidance is needed for standardisation in the strategies to be used for tasks such as work sampling, lesson observation and providing feedback to colleagues that demand skills that are underdeveloped in some teachers.
33. The initial aim of the task of work sampling that has just been started by some co-ordinators is to audit provision and identify where weaknesses are present. This is seen as the way in which an order of subjects needing to be developed can be

established. This is an appropriate strategy for determining priorities. In order that all co-ordinators are clear about the possibly different expectations of years when the focus is on their subject in particular, in contrast with non-focus years, it is nevertheless important that annual action plans for each subject are produced. Such plans, once agreed by senior management, are essential for individual co-ordinators to set themselves manageable targets and for the governing body to maintain ongoing monitoring of the curriculum. A model of very good action planning has already been produced, with the deputy headteacher's guidance, by the future literacy co-ordinator. If standardisation of subject policies is required, very good models are already in place relating to special educational needs and assessment. These examples of very good practical guidance lend themselves to adaptation for subjects if senior management sees a benefit in a common approach to the replacement of current policy documents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. In order to improve the standards of work and the quality of education, the governors, headteacher and staff should:

- (1) * Raise standards in English and mathematics at the end of Key Stage 1 by:
 - ensuring that all teachers maintain consistently high expectations of what pupils of different abilities can achieve;
 - planning in detail appropriate learning activities for groups of pupils of differing abilities;
 - reviewing time allocations to lessons in order to promote the most suitable;
 - extending provision for pupils with special educational needs by identifying at an early stage those pupils with learning difficulties in mathematics.
- (2) * Develop the roles and responsibilities of co-ordinators by:
 - providing appropriate guidance to standardise procedures for sampling pupils' work and observing in classrooms;
 - clarifying expectations and responsibilities in writing;
 - reviewing arrangements for co-ordination of the foundation stage in order to ensure the continuity of provision.

* areas identified as a priority in the school development plan

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	12	9	0	0	0
Percentage	0	16	48	36	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four 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)	26	258
Number of full-time pupils known to be eligible for free school meals	n/a	67

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	12
Number of pupils on the school's special educational needs register	0	56

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.6

Unauthorised absence

	%
School data	0.0

National comparative data	5.2
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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	21	19	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	9	16
	Girls	14	14	16
	Total	27	23	32
Percentage of pupils at NC level 2 or above	School	68 (79)	58 (85)	80 (82)
	National	84 (83)	89 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	13
	Girls	15	15	15
	Total	27	29	28
Percentage of pupils at NC level 2 or above	School	76 (79)	73 (82)	70 (88)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	29	30	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	21
	Girls	21	22	26
	Total	24	26	29
Percentage of pupils at NC level 4 or above	School	67 (41)	72 (62)	81 (62)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	14	18
	Girls	23	22	25
	Total	39	36	43
Percentage of pupils at NC level 4 or above	School	66 (69)	61 (78)	73 (86)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	257
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	6	1
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 – Y7

Total number of qualified teachers (FTE)	12.3
Number of pupils per qualified teacher	21
Average class size	25.8

Education support staff: YR – Y7

Total number of education support staff	18
Total aggregate hours worked per week	282

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	12.5

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	598,638
Total expenditure	596,935
Expenditure per pupil	1,984
Balance brought forward from previous year	48,608
Balance carried forward to next year	50,311

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	327
Number of questionnaires returned	167

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	34	5	0	2
My child is making good progress in school.	59	37	1	1	2
Behaviour in the school is good.	48	46	2	0	4
My child gets the right amount of work to do at home.	39	40	13	1	7
The teaching is good.	63	35	2	1	0
I am kept well informed about how my child is getting on.	43	47	7	2	1
I would feel comfortable about approaching the school with questions or a problem.	74	22	2	1	1
The school expects my child to work hard and achieve his or her best.	64	31	2	1	2
The school works closely with parents.	51	37	7	1	3
The school is well led and managed.	73	20	2	1	5
The school is helping my child become mature and responsible.	60	33	3	1	2
The school provides an interesting range of activities outside lessons.	67	26	2	0	5