

INSPECTION REPORT

WHIXALL PRIMARY SCHOOL

Whixall

LEA area: Shropshire

Unique reference number: 123516

Headteacher: Mr J Lomas

Reporting inspector: Mrs V Ward
19028

Dates of inspection: 2 - 3 May 2001

Inspection number: 193674

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:	Church of England, Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Whixall CE Primary School Whixall Nr. Whitchurch Shropshire
Postcode:	SY13 2SB
Telephone number:	01948 880 330
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs H Rees
Date of previous inspection:	22 - 24 April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school primarily serves the Shropshire village of Whixall, although 59 per cent of its pupils travel from the surrounding area. The school is smaller than average, having 107 pupils on roll, aged between 4 and 11 years. This number is similar to the school's roll at the last inspection. There are almost equal numbers of boys and girls. No pupils come from ethnic minority backgrounds and none is learning English as an additional language. A private nursery for three and four year old children is held on the school site. The children enter the main school at the start of the term in which they reach their fifth birthday. The attainment of these children varies widely but, overall, it is slightly above what would normally be expected. Less than three per cent of the pupils are eligible for free school meals, which is below average. Thirty-one pupils are identified as having special educational needs, a figure that is above average. Four of these pupils have statements describing their special needs.

HOW GOOD THE SCHOOL IS

This is a good school that has many strengths. The teaching is good and often very good, and as a consequence, the pupils achieve well. Pupils show very positive attitudes and behave very well, reflecting the high expectations of the teachers. The headteacher has a clear vision for the school. He is committed to raising standards and is well supported by the hardworking staff. The governors work conscientiously to fulfil their statutory duties and to support the school's development. The school is now appropriately developing procedures for the evaluation of its strengths and weaknesses in order to take action that will bring about further school improvement. The school provides good value for money.

What the school does well

- Standards in English, mathematics and science are above, and often well above average national averages
- The teaching is of a good standard across the school which helps the pupils to achieve well
- The pupils have very positive attitudes to school and their behaviour is very good
- The provision for pupils with special educational needs is a strength which greatly enhances the learning of these pupils

What could be improved

- The strategies for identifying the school's strengths and weaknesses, and for checking how well it is improving
- The leadership and management roles of the co-ordinators in relation to their subject responsibilities

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 previously inspected in April 1997, when it was found to be a good school, with four main areas for development. It has worked conscientiously to address these key issues and has made good progress with most aspects of them. The curriculum for religious education is now good and standards have improved. Efficient and effective procedures are in place for financial control. The school development plan is a much more comprehensive document. Plans are being implemented to develop procedures for monitoring the school's strengths and weaknesses, though the school is aware that there is more work to be done in this area.

Since its last inspection, the school has maintained its strengths in generating very positive attitudes in pupils and in promoting very good standards of behaviour. Provision for the pupils' spiritual, moral, social and cultural development continues to be a strength. Very good relationships between teachers and pupils have also been maintained. The proportions of good and very good teaching have increased. The school has improved the curriculum for the children in the Foundation Stage. Provision for pupils with special needs is now very good.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	A	A
mathematics	A	A*	B	C
science	A	A	A	A

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

In the above table, results for mathematics in 2000 are shown as being average when compared with those for similar schools. In fact, only one pupil did not achieve the expected level 4, and the number attaining level 5 was only one fewer than the national average. Hence, where year groups are small, statistical analysis should be treated with caution. The A* grade means that the school's results were in the highest five per cent nationally. The results of annual testing at Year 6 over the past three years show that the pupils performed well above the national average and, over the last five years, results have been rising in line with the national trend. The boys have tended to do better than the girls in national tests, although this difference was not apparent in the work seen during the inspection. The school's targets for English and mathematics for the pupils in Year 6 were exceeded last year.

The performance of seven-year-olds over the last three years has exceeded the national average. In the tests in 2000, results were below the national average in reading, but exceeded it in writing and mathematics. Over the last five years, trends have varied due to the small sizes of cohorts.

The inspection findings indicate that attainment is above, and often well above average in English, mathematics and science across the school. The provision of challenging work enables all pupils to achieve well. This is particularly successful for higher attaining pupils and those with special educational needs. The pupils' good skills in speaking, reading, writing, listening and numeracy make a significant contribution to their achievement in religious education, art and design and technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy school, and are eager to learn. This has a very positive effect on their learning.
Behaviour, in and out of classrooms	Very good. The pupils respond very positively to the teachers' high expectations. Rewards and sanctions are applied consistently. There have been no exclusions.
Personal development and relationships	Very good. The pupils get on very well with their teachers and peers. They accept responsibility willingly and show initiative in their work.
Attendance	Good. Above the national average. The pupils want to come to school.

These aspects are strengths of the school and have very beneficial effects on the pupils' learning. The pupils' very good attitudes to school are evident in their enjoyment of their learning, their motivation to succeed and in their responses to the high intellectual challenges which are set. The very good relationships encourage the pupils to care for each other and to behave well. Parents and pupils agree that behaviour is very good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 overall quality of teaching is good and has improved since the last inspection. The teachers apply the literacy and numeracy strategies well and their teaching in these lessons is often very successful in helping the pupils to learn well. Much of the teaching provides high levels of challenge and this is particularly effective in enriching the learning of the higher attaining pupils. Careful consideration is given to the needs of the pupils with special educational needs and this makes learning interesting for them and enables them to make good progress. Lively introductions to lessons, combined with clear explanations and instructions, motivate the pupils and make them want to focus on their learning. The teachers use their subject knowledge and their understanding of how pupils learn very effectively. The quality of the relationships between the teachers and pupils is very good, and this fosters an eagerness to learn in the pupils. During the inspection, the teaching was very good in 32 per cent of the lessons seen, good in 47 per cent and satisfactory in 21 per cent. Good teaching was observed in all classes and there was no unsatisfactory teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum throughout the school is broad and balanced. It is enriched by educational visits and by visitors to the school.
Provision for pupils with special educational needs	Very good. This is a strength of the school. Early identification and well-targeted learning help these pupils to achieve well.
Pupils with English as an additional language	None
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides a good range of experiences that help the pupils relate well to each other and to adults, and to understand their responsibilities. Good opportunities are provided for spiritual development through religious education and art.
How well the school cares for its pupils	Good. The school is a very caring community.

The curriculum is broad and balanced and provides a wide range of stimulating experiences that make the pupils' learning interesting. All the statutory requirements in relation to the curriculum are met. The core curriculum of English, mathematics and science is given strong emphasis, and this contributes to the good standards attained. The curriculum provided for art is particularly rich and stimulating. Following the recent increase in computer hardware, the school is now developing its curriculum for information and communications technology. An appropriate curriculum, linked to the Early Learning Goals, makes learning interesting for the under-fives and reception children. The teachers have good knowledge of their pupils. Systems for tracking pupils' progress are being implemented well. Good child protection procedures are in place and all members of staff are vigilant as regards the health and safety of the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership and management contribute significantly to the high standards achieved and to the very good ethos in the school. The leadership roles of the subject co-ordinators have developed considerably, but there is still room for improvement.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties. The governors are very supportive of the school and carry out their responsibilities conscientiously.
The school's evaluation of its performance	Some developments have taken place and more are planned to improve the effectiveness of the school's self-evaluation.
The strategic use of resources	Resources are used appropriately. Careful thought is given to the deployment of staff. Additional funds are spent appropriately.

The headteacher works diligently and successfully to create an environment in which the pupils can enjoy learning, whilst being challenged to do their best. He is very well supported by his deputy and by other members of the staff. The teamwork of all the staff provides a very good example to the pupils. Although the school manages its budget very carefully, formal strategies for applying the principles of best value are not yet in place. Some monitoring of the school development plan takes place, but both the staff and the governors have too little involvement in evaluating the strengths and weaknesses of the school and in planning subsequent action. The roles of the subject co-ordinators in gaining an overview of the strengths and weaknesses in their subjects are being developed. The school has identified that there is more work to be done in these areas and has appropriate plans in place.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • The teachers are approachable. • The teaching is good. • Their children make good progress • The children behave very well 	<ul style="list-style-type: none"> • The range of activities outside lessons • The information provided about their children's progress • The way the school works with parents

The findings of the inspection endorse all of the features which please parents most and, in particular, their views on the high standards of teaching and behaviour. Regarding those aspects that a few parents would like to see improved: the school provides a good range of visits, both day and residential, which enrich the pupils' learning outside lessons. Additional music lessons are available for pupils who wish to learn to play an instrument. The school has provided a range of clubs but, for almost half of the pupils, attendance is difficult because they travel home by bus straight after school. The school has plans to increase the information it gives to parents by letting them know what their children will be learning each term. The annual written reports will give greater emphasis to what the pupils have learnt and will provide targets for improvement. The inspection evidence shows the school's relationships with parents to be good. The staff are very appreciative of the time and effort which parents give to fund-raising and supporting the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are above, and often, well above national averages

1. At the last inspection, standards were described as above average. These have been maintained and often improved. In the national tests for eleven-year-olds in 2000, the pupils attained standards which were well above average in English and science. In mathematics, results were above average, although only one pupil failed to attain the expected level. When year groups are small, fluctuations in results sometimes occur and this means that statistical data should be treated with caution. A striking number of pupils attained the higher levels in English and Science. The inspection findings indicate that the consistent and continuous efforts of the staff throughout the school contribute significantly to these standards in Year 6. At both key stages, the boys' attain higher standards in the national tests than the girls. However, during the inspection this was not evident, the girls often attaining better standards than the boys. Thoughtful planning of work and support in class for pupils with special educational needs enables them to make good progress towards the targets in their individual education plans. Higher attaining pupils often achieve standards which are well above average. This is because the teachers provide them with suitably challenging work, which builds well on their previous knowledge, skills and understanding.
2. The range of attainment when the children enter the school is wide, but overall it is slightly above the levels expected for children of this age. The children settle very quickly and happily and soon begin to make good progress in all aspects of their learning.
3. The teachers' high expectations of what the pupils can achieve play an important part in enabling them to attain standards which are well above average. There are many opportunities, both formal and informal, through which the pupils develop their speaking and listening skills. This enables them to develop a wide vocabulary and a good command of language. For example, during a religious education lesson about the importance of water, a pupil in Year 2 articulated his thoughts clearly when he said, "*The rain gives us water, but it also gives us floods*". A pupil in Year 6 described the Buddhist symbol of a flower as "*like opening your mind*". The pupils listen carefully to their teachers and to each other. The reception pupils listened attentively and needed little extra help after their teacher had described how they were to work with a partner to produce a simple book about the weather.
4. The pupils have great enthusiasm for books. They read with increasing fluency, accuracy and expression and use a wide range of strategies to help them tackle unfamiliar words. They show high levels of involvement in the stories they share during literacy lessons, reflecting the excitement or mystery that is generated by the teacher's enthusiasm and skilful use of voice to create effect. After listening to a story about a magical journey, made exciting by his teacher's approach, a pupil in Year 2 suggested, "*It may be taking them to another dimension*".
5. The pupils in the reception class quickly gain a secure knowledge of alphabet sounds and letters. The school's focus on spelling is successful and the pupils in Key Stage 1 competently use word banks and simple dictionaries to find words they cannot spell. Older pupils have well-developed skills in using more complex dictionaries. The teachers provide a wide range of writing experiences for the pupils, and this successfully stimulates their enthusiasm for both reading and writing. For example, the pupils speak enthusiastically about poems, letters, descriptions and stories they have written. They write in a range of styles and have good understanding of the types of writing which are appropriate to different situations. The pupils in Year 5 produced carefully thought-out wording for "flyers" they were producing to advertise a food product. Older pupils know how to plan a story and understand the need to describe the characters and the setting. They are confident in the use of paragraphs.
6. The numeracy strategy is well established and is contributing to the good standards achieved. The pupils achieve well in all aspects of mathematics, and their skills in calculating numbers are particularly impressive. The whole-class oral sessions at the start of lessons have a positive effect on the development of pupils' mental strategies in calculating numbers. The summing up at the end of lessons helps to reinforce what has been learned. Most of the reception children count and recognise numbers to 10. They can carry out simple addition with the help of their fingers or the dots on dice. In Year 2, the pupils readily think of ways to make the number 10 by using addition and subtraction. They recognise coins and add them together to make amounts greater than one pound. The higher attaining pupils know

that five multiplied by two will also give 10 and can calculate mentally how many 50 pence coins would make £2.50. The high levels of challenge across the school mean that, by Year 6, the pupils are confident in using a wide range of strategies to calculate numbers. For instance, they use various techniques for halving and doubling numbers. They calculate equally well with decimal numbers and with six or seven digit figures, showing a thorough understanding of the value of each numeral.

7. As a result of consistently good teaching and an emphasis on practical activity, the pupils achieve high standards in science by the end of Year 6. They are competent at making and testing hypotheses and have a very good understanding of what makes a test fair. In Year 6 they have a very good knowledge of technical terms like ‘*dissolving*’, ‘*solution*’ and ‘*evaporating*’. For example, when testing hypotheses about the solubility of sugar and salt, they knew that they must keep the quantities and the time the same for each experiment in order to make the test valid. The higher attaining pupils understand that solids dissolved in a solution can be recovered by means of evaporation.
8. The high standards in speaking, listening, reading, writing and numeracy contribute significantly to the pupils’ learning in other subjects.

Teaching is of a good standard across the school and helps the pupils to achieve well

9. The good standards of teaching have a very positive effect on the pupils’ learning and on their attitudes to school. During the inspection, the teaching was good overall, and in one in three lessons it was very good. There was no unsatisfactory teaching. Good teaching was observed in all classes.
10. The teachers are knowledgeable about the curriculum and the literacy and numeracy strategies are well established. They understand well how their pupils learn. This enables them to plan suitably challenging lessons, by reinforcing what the pupils already know and then introducing new ideas and skills. In one lesson, for example, a thorough recap of previous learning about the story of Creation from Genesis led skilfully on to a discussion about creation stories from other cultures. The teacher used skilful questioning to encourage the pupils to think carefully about similarities and differences between the various viewpoints. The teachers increase the pupils’ understanding of subject-specific vocabulary. For instance, the reception children were introduced to the word ‘*symbol*’ as a specific illustration of types of weather, and shown how a “*symbol*” differs from a ‘*picture*’. In a mathematics lesson in Year 5, the teacher checked the pupils’ understanding of words like ‘*digit*’ and ‘*multiple*’ before moving on to develop work on partitioning numbers into thousands, hundreds, tens and units, as an aid to calculation. A significant strength of the teaching is the level of intellectual challenge that the teachers provide, particularly for the higher attaining pupils. In a Year 6 lesson, for instance, the higher attaining pupils were challenged very well by work on the purpose and use of adjectival and adverbial clauses. Although they found this work hard, the teacher had structured the lesson and tasks in a way that enabled the pupils to succeed.
11. The teachers’ enthusiasm enables them capture their pupils’ interest from the start of the lessons. The use of lively question and answer sessions helps set the scene for new learning. Quick-fire questions at the start of a Year 6 mathematics lesson, for example, helped the pupils to focus on the learning for the day. The teachers adapt their methods well to the ages of their pupils and this motivates them to give their full attention and to work hard. The planning of a lesson in religious education for the reception children provided a very good balance between direct teaching and individual work. This sustained the children’s interest and maintained good levels of learning throughout.
12. The teachers work very well as a team and this sets a very good example to the pupils. Relationships between teachers and pupils are very good and this gives the pupils confidence to work hard. The teachers expect and achieve very good standards of behaviour. Routines are well established and the teachers are consistent in their fostering of good manners, courtesy and care in the pupils. For example, young pupils were prompted to raise their hand when they wanted to speak, whilst older pupils were reminded that it is courteous to listen to each other during discussion. The teachers encourage the pupils and boost their confidence to try their best. One pupil had no reservations about the benefits which the teachers brought to her learning: she commented, “*I think this school is really good for giving you praise. It makes you want to do your best all the time*”.

Pupils have very positive attitudes to school and their behaviour is very good

13. The pupils have no hesitation in saying that they thoroughly enjoy school. The teachers make the work lively and interesting and the pupils respond very positively to this. One pupil remarked, “*The work is*

always interesting. It's hard to choose a favourite subject." They are keen to talk about their work and they approach learning with enthusiasm. The challenges set by the teachers motivate the pupils to work harder. For instance, there was an atmosphere of intense concentration as pupils in Year 6 tackled challenging work about adjectives and adverbs. They were keen to share their ideas with their friends. The pupils become very absorbed in their learning and sometimes want to carry on working longer. This was evident in a Year 4 literacy lesson, where the teacher made the story they were sharing so interesting and exciting that the pupils were disappointed when they had to leave it and begin other work.

14. The pupils' relationships with their teachers are very good and they know that their efforts in class will be valued. They show confidence in putting forward ideas and expressing opinions in lessons. Young pupils, discussing their preferences for sunny or rainy weather, readily offered their opinions. One child said, "*Rain makes me mad. I can't ride my bike.*" In a Year 3 mathematics lesson, the pupils were very keen to explain different ways of subtracting 47 from 85, though their suggestions were not always correct. The pupils have no hesitation in saying that their teachers will help them if they find their work difficult.
15. The pupils show initiative in setting up experiments to test their hypotheses in science. They give full attention to their teachers and work well together. The pupils in Year 6 organised themselves amicably when investigating how model vehicles worked in a design and technology lesson. Some pupils readily took on a lead role, and all the pupils played a valuable part within each group.
16. The pupils behave very well in class and around the school. They know what is expected of them and understand that there must be rules if the school is to function as a peaceful community. They do not feel that bullying is a problem and can recall only minor disagreements amongst themselves. They know that they can talk to the staff if they have a concern and are confident that they will listen and take appropriate action. The general consensus amongst the pupils was explained as, "*The teachers sort it out.*" The pupils show good levels of care for each other. They help one another during lessons and if someone falls over in the playground, others assist quickly. They show awareness of environmental issues and are keen that their school and its surrounding area should be free from litter.
17. The pupils' positive attitudes help them to reap maximum benefit from all that the school provides.

Provision for pupils with special educational needs is a strength, which greatly enhances the learning of these pupils

18. It is significant that the self-esteem of the pupils with special needs is good. They are very well supported and this enables them to feel valued and increases their self-confidence. As one pupil commented, "*The teachers help you with your work and that makes it easier.*" The careful analysis of pupils' attainment when they are admitted and the early identification of their learning needs are key factors in the success of the provision. Close monitoring to check whether or not a young child's problem is the result of delayed development makes sure that the right sort of support is given. Parents are involved from the initial stages of supporting a pupil and are kept up to date with their child's progress. They are thus well informed and involved at all times.
19. The special needs co-ordinator has a thorough understanding of what is required and manages her role both efficiently and effectively. Individual education plans, which describe each pupil's needs, are of good quality and contain suitable targets for the pupils to achieve, together with a record of their progress. The co-ordinator gives very good support to the staff in helping to write individual education plans and offering advice as required. She is very conscientious in keeping records of the pupils' individual education plans and the progress they achieve. Reviews are held each term, when progress is recorded and new plans are written. This frequent evaluation of the pupils' progress helps to ensure that the provision matches the pupils' needs closely. The members of staff involved with each pupil are sensitive to their needs and development. For instance, a pupil who did not like the feeling of being singled out for individual adult support, and was therefore not working well under that arrangement, was incorporated into a group where he could be supported alongside other pupils who had similar needs. This made him feel more included with the rest of the class and, as a result, his motivation increased.
20. The teachers work hard to provide suitable work for the pupils with special needs. The organisation of support for the pupils in class is good and enables them to reap full benefit from the teaching. During question and discussion times, the teachers make sure that special needs pupils are included, using carefully thought-out questioning which takes account of their previous learning. The smile on the face of a boy who, during oral mental arithmetic, gave a correct answer to an addition sum showed how

skilfully the teacher had enabled him to succeed. This helped him to feel included in the lesson and encouraged him to try harder.

21. The learning support assistants contribute significantly to the provision for these pupils. They build up a good rapport and trust with them, encouraging the pupils to work hard. The support assistants intervene skilfully to help the pupils stay on task and to enable them to take part in whole-class activities. The teachers make sure that they are fully aware of the pupils' needs and that they understand what the pupils are to learn and what their role will be. The governor with responsibility for special educational needs maintains good contact with the co-ordinator and is well informed regarding the school's provision.
22. The very good provision outlined above enables the pupils with special educational needs to gain full benefit from their time in school.

WHAT COULD BE IMPROVED

Strategies for identifying the school's strengths and weaknesses, and for checking how well it is improving

23. The school has made good progress in evaluating its practice since the last inspection and is aware that further steps now need to be taken. At present, the analysis of data followed by appropriate action is not used effectively enough to help the school build on its current good practice. For example, during the inspection, the teaching of mathematics was good, but not as good as that for English. Moreover, whilst there is no evidence of difference in provision for boys and girls, the boys generally perform better than the girls in national tests. The school's current system for bringing about improvement does not include analysis and follow-up action to tackle these differences, and is not, therefore, sufficiently rigorous.
24. The school development plan is now a much more comprehensive document. However, the staff has insufficient input when it is drawn up. Furthermore, neither the staff nor governors are involved enough in monitoring and evaluating the school's progress towards reaching its targets for school improvement.
25. The governing body is very supportive of the school. The governors give willingly of their time and are keen to support the school's development. Many of the processes needed to increase the effectiveness of the school's self-evaluation are already usefully outlined in its monitoring policy. However, although the school works hard to provide good value for money, there are no formal procedures for applying the principles of best value to the planning and evaluation of its improvement strategy.

The leadership and management roles of the co-ordinators in relation to their subject responsibilities

26. Since the last inspection, there have been significant developments in the means by which the co-ordinators gather knowledge about their subjects. Some monitoring of the teachers' planning and observation of their teaching of English, mathematics and science have been successfully introduced. These initiatives and related informal discussions are clearly helping to improve the provision and standards in these subjects. The co-ordinators have considerable knowledge of their subjects in relation to the pupils they teach, but their knowledge of standards and teaching in other classes is not extensive enough. This means that they do not yet have a comprehensive overview of the particular strengths and weaknesses in their subjects.
27. The present practice does not provide the co-ordinators with sufficient information to help them take the lead in raising standards in their subject. However, the school has already made plans to develop the roles of the co-ordinators and is well placed to take this work forward.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards at the school still further, the headteacher, staff and governors should:

- (1) fully implement plans to identify the school's strengths and weaknesses, and monitor and evaluate progress with strategies designed to bring about school improvement, involving all staff and governors in the process
- (2) develop the co-ordinators' leadership roles, so that they gain greater knowledge, become more analytical and are able to influence standards and teaching in their subjects across the school

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
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
	32	47	21			

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	107
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	31

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	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	95.9
National comparative data	94.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	8	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	12	14
Percentage of pupils at NC level 2 or above	School	86 (88)	86 (88)	100 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	14	12
Percentage of pupils at NC level 2 or above	School	79 (88)	100 (94)	86 (94)
	National	84 (82)	88 (86)	88 (87)

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

Separate scores for boys and girls are not published when there are fewer than 11 pupils in a gender group.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	9	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	18	17	18
Percentage of pupils at NC level 4 or above	School	100 (100)	94 (100)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a (88)	n/a (88)	n/a (81)
	National	70 (68)	72 (69)	79 (75)

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

Separate scores for boys and girls are not published when there are fewer than 11 pupils in a gender group.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	107
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	5.5
Number of pupils per qualified teacher	19
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	71

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.

Financial information

Financial year	1999/2000
	£
Total income	227468
Total expenditure	231745
Expenditure per pupil	1869
Balance brought forward from previous year	3410
Balance carried forward to next year	-867

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	107
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	0	3	0
My child is making good progress in school.	54	43	0	3	0
Behaviour in the school is good.	51	44	5	0	0
My child gets the right amount of work to do at home.	27	62	5	0	5
The teaching is good.	62	35	3	0	0
I am kept well informed about how my child is getting on.	30	43	24	0	3
I would feel comfortable about approaching the school with questions or a problem.	73	22	3	3	0
The school expects my child to work hard and achieve his or her best.	57	38	3	0	3
The school works closely with parents.	24	49	16	3	8
The school is well led and managed.	57	27	8	5	3
The school is helping my child become mature and responsible.	41	49	5	0	5
The school provides an interesting range of activities outside lessons.	22	22	42	14	0

Other issues raised by parents

The staff show high levels of concern for the pupils.