

# INSPECTION REPORT

**HAUGHTON ST GILES C of E (C) PRIMARY  
SCHOOL**

Haughton, Stafford

LEA area: Staffordshire

Unique reference number: 124301

Headteacher: Mrs K M Griffiths

Reporting inspector: David Penney  
23039

Dates of inspection: 12<sup>th</sup> - 13<sup>th</sup> November 2001

Inspection number: 194146

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Prince Avenue Haughton Stafford
Postcode:	ST18 9ET
Telephone number:	(01785) 780511
Fax number:	(01785) 780511
Appropriate authority:	The governing body
Name of chair of governors:	Mrs B Di-Dominico
Date of previous inspection:	April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
23039	David Penney	Registered inspector
8986	Philip Andrew	Lay inspector
27324	Daphne Crow	Team inspector

The inspection contractor was:

PPI Group Ltd

7 Hill Street  
Bristol  
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 7</b>
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	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>8 - 11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>12</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>13</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>14 - 17</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Haughton St Giles CE (C) Primary School serves the villages of Haughton, Bradley and Ranton, as well as the surrounding rural areas to the west of Stafford. It is a small school with 141 boys and girls on roll arranged into five classes. A significant proportion of pupils come to the school from further afield and pupils routinely transfer into Year 3 at the end of their schooling in an infant school in a neighbouring village. At the time of the inspection, there were significantly more boys than girls in Year 2 and significantly more girls than boys in Year 3; overall, however, the numbers of boys and girls are similar. No pupils come from ethnic minorities. The proportion of pupils on the school's register of special educational needs (8.5 per cent) is below the national average; nearly all of these pupils have learning or speech and language difficulties. The percentage with statements of special educational need (1.4 per cent) is in line with the national average. The number of pupils known to be eligible for free school meals is well below average. Pupils' attainment on entry to the school is generally close to the national average. However, because of the small numbers involved, there could be significant variations between year groups. The school was recently awarded an Achievement Award by the Department for Education and Employment for substantial improvements in results between 1996 and 2000.

### **HOW GOOD THE SCHOOL IS**

This is a very good school and provides good value for money. The school is a delightful place that effectively ensures that all pupils receive the provision that suits their needs. Standards are above or well above the national average in the national tests in Years 2 and 6 in nearly all cases and improvements in performance match the national trends. The quality of teaching is good, overall, throughout the school, with a number of lessons that are very good or better; as a result, pupils make good progress, especially in English, mathematics and science. The leadership and management of the school are very good. The headteacher and key staff have a very good vision for the future of the school and have worked energetically and effectively to make many improvements to the procedures and systems that underlie sustained development. The governing body supports them very well.

#### **What the school does well**

- Standards are rising in the core subjects of English, mathematics and science, especially as measured in Year 2 national tests, with a higher proportion achieving levels that are above the national average than is the case nationally.
- Teachers' planning is very well focused on what pupils are expected to learn, which results in good progress being made in lessons by the pupils, who work hard.
- The headteacher and key staff have a very clear idea of their respective roles and responsibilities, provide a very clear steer to the work of the school and lead an effective team. They have overseen a large number of improvements in provision and standards in the school.
- Relationships are very good throughout the school, which results in confident pupils who behave very well and a high incidence of obvious mutual respect.

#### **What could be improved**

- The use made of assessment information in subjects other than English and mathematics to ensure that all pupils, especially the higher attainers, achieve as well as they could.
- Aspects of the accommodation.

*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. Since then it has improved at a very good rate. All the key issues of the previous inspection have been addressed well. Standards in the national tests have risen in both Years 2 and 6, overall, although results in Year 6 mathematics this year were less good than previously because only a very small percentage of pupils achieved a level higher than that expected nationally. Systems for planning and assessment have been strengthened and levels of challenge improved, especially in English and mathematics and for older pupils, although more work remains to be

done in other subjects. The quality of teaching has improved and is now good throughout the school. The steer given the work of the school by the headteacher and key staff has improved greatly as a result of new appointments and the release of the headteacher from full-time class commitment. The regularity and focus of the school's monitoring of its own performance have improved. The school is very well placed to improve still further.

## 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	B	A	A	B
mathematics	D	A	D	E
science	B	A	B	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that pupils in Year 6 achieved results in the national tests in 2001 that, when compared with the national average, were well above average in English, below average in mathematics and above average in science. When compared with schools in similar contexts, they were above average in English, well below average in mathematics and in line with the average in science. The mathematics results were caused by the year group having a greater proportion of lower achieving pupils than was the case nationally in this subject. In the same year, pupils in Year 2 achieved results in the national tests in reading, writing and mathematics that were very high (in the top five per cent) when compared with all schools nationally and with similar schools. Because there are small numbers in each cohort taking the test, results can appear more volatile than is the case; for example, in 2001 each pupil taking the test represented five per cent of the total and so each individual has a greater than average effect on the statistics generated. Over recent years, the school has consistently performed at or above the national average, particularly in English. Inspection findings are that the standards achieved by children at the end of their reception year are above average. All pupils are achieving the standards they should, which, in English overall, are above average in Years 2 and 6, as they are for mathematics in Year 2. In Year 6, standards in mathematics are average, overall, with a significant minority of pupils achieving levels higher than this. In science, pupils' standards in Year 2 are above average but, because of the timing of the inspection, no science was seen in Year 6. Standards of information and communication technology are rising and now broadly match national expectations in Year 6, as do the standards of design and technology through the school and art and design in Years 4 and 5. The school's targets for 2002 are challenging but realistic.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are at least good and often very good. Pupils respond well to their teachers and other adults. They enjoy learning.
Behaviour, in and out of classrooms	Behaviour is very good in class and around the school. Pupils are polite to each other and to adults.
Personal development and relationships	Relationships are very good and occasionally excellent. Pupils are friendly and approachable – attributes they learn from their teachers and other staff.
Attendance	Attendance is very good and in the top third of schools of this type nationally.

## TEACHING AND LEARNING

Teaching of pupils in:	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.*

Overall, the quality of teaching and learning are good throughout the school, although there are examples of very good or better teaching, particularly, but not exclusively, of the oldest pupils. No teaching was less than satisfactory. Teaching is good for English and mathematics, including the skills of literacy and numeracy, science, information and communication technology and the children aged under five years. As a result, all pupils, including those with special educational needs and those identified as higher attainers, make good progress, particularly in English and mathematics. More work remains to be done to ensure that this is the case in all other subjects.

Particular strengths in teaching throughout the school are:

- the way that planning identifies clearly what pupils are expected to learn. A clear focus for the lesson is therefore provided so that pupils know what is expected of them;
- the quality of the teamwork between teachers and support staff, which ensures that every pupil is supported well and that the expectations of their concentration and application to task are consistently high;
- teachers choose activities very well to meet the differing needs of all pupils, which ensures that they are fully engaged in learning for long periods of time and make good progress in their learning;
- relationships are very good and adults are deployed very well. All pupils are willing to ask for help and receive it swiftly so time is not wasted and they are encouraged to make the progress that they should.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Planning at all levels has improved. It is very thorough and now provides a good framework that ensures that all requirements are fully met. Provision for activities outside lessons is good.
Provision for pupils with special educational needs	Good and complying fully with requirements. All roles and responsibilities are clear and are fulfilled well. As a result, pupils with special needs make good progress in relation to their prior attainment. However, provision for some physically impaired pupils cannot be guaranteed because of weaknesses in accommodation.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The system of peer mediation* makes a very good contribution to pupils' personal development and self-esteem and has been instrumental in developing a very good sense of mutual support and respect throughout the school.
How well the school cares for its pupils	Good. Procedures for assessing pupils' attainment are good. They are used well in English and mathematics but need to be developed further in other subjects.



- \* This is a system in which many older pupils have been trained in how to discuss problems with upset pupils in confidence.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. They provide a very good direction to the work of the school, lead a close-knit and effective team and have overseen a large number of improvements to systems and procedures. They have a very good grasp of what needs to be done to improve the school still further.
How well the governors fulfil their responsibilities	Very good. They are very aware of the school's strengths and weaknesses and provide good support for the work of the school. The annual report to parents is very thorough but the prospectus omits the rates of pupils' absences.
The school's evaluation of its performance	Good. The work of the school is evaluated skilfully, balancing the needs of the curriculum, pupils and staff very well. The school development plan identifies appropriate priorities and is a good tool for further improvement.
The strategic use of resources	Good. The principles of best value are applied well. Parts of the accommodation are unsatisfactory and this adversely affects the progress pupils can make, even though the teachers use it and other resources well. Very good staffing levels make a good contribution to pupils' progress.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The school helps their children to become mature and responsible people.</li> <li>• Teachers have high expectations of their children.</li> <li>• The teaching is of good quality.</li> <li>• The school is led and managed well.</li> <li>• The children behave well.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons is not interesting enough.</li> </ul>

The inspection team agrees with the positive views expressed by parents but judges that the provision for activities outside lessons is good.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Standards are rising in the core subjects of English, mathematics and science, especially as measured in Year 2 national tests, with a higher proportion achieving levels that are above the national average than is the case nationally.**

1. This is a small school with year groups totalling between 15 and 27 pupils; typically, there are about 20 in a year group. Great care must, therefore, be taken when using percentages as an indicator of success; in this school, each individual accounts for about five per cent of the total for a year group and so the statistics can appear to be more volatile than is the case.
2. When children enter the school at the age of four years, assessments show that, overall, their standards of attainment are broadly average. They make good progress in the Foundation Stage and in Years 1 and 2 because the curriculum is very well thought out and meets their academic, personal and emotional needs well. It is relevant, interesting and taught well.
3. In the national tests in 2001, pupils in Year 2 achieved results that were very high (in the top five per cent) when compared to all schools nationally and to similar schools. Results for this year group have consistently been well above average since the last inspection at both the expected and the higher levels. In the national tests in the same year, pupils in Year 6 attained standards that, when compared to all schools nationally, were well above average in English, below average in mathematics and above average in science. When compared with schools in similar contexts, they were above average in English, well below average in mathematics and in line with the average in science. The results in mathematics were caused because, in spite of a greater proportion of pupils achieving the expected levels than was the case nationally, very few pupils achieved the higher levels. This adversely affected the average standards achieved by the school as a whole. In English, however, the proportion of pupils achieving the higher levels is rising more swiftly than nationally and is now well above average; in science the proportion achieving higher levels is consistently above the national average.
4. Overall, the school's results, while generally above or well above the national picture, are improving at a rate that matches the national trend.
5. Inspection findings are that the needs of all pupils, including those identified as having special educational needs or as being higher attainers, are being met well in English and mathematics. They are now making good progress and achieving the standards that they should in these subjects.
6. On entry to compulsory schooling, children's standards are above those expected in personal, social and emotional development, communication, language and literacy and their knowledge and understanding of the world. Because of the timing of the inspection, it was not possible to sample the other areas of learning. The children work and play well together and share resources amicably. They enjoy the tasks set them and concentrate on them well. They interact well, speaking with expression and initiating conversations that are often interesting. When acting in role, for example as a telephone operator in the fire station, they stay in character well. Most write recognisable words and form their letters correctly. They use programmable toys, such as the Roamer, successfully, for example to simulate a fire engine driving to a house fire without crashing into the house itself!
7. In Year 2, pupils write instructions in a logical sequence in a neat manner. All common and regular spellings are correct and sentences are usually correctly demarcated. There is a good flow of language in their stories. They are articulate and confident speakers who have a good range of vocabulary. Higher attaining pupils research effectively and write more complex instructions using a more interesting variety of linking words correctly. In mathematics, pupils solve reasonably complex word problems, accurately using appropriate number operations by identifying the key

words correctly. They add or subtract two-digit numbers accurately and have a secure knowledge of a good range of number facts. Higher-attaining pupils have swift recall of number facts. In science, they understand that a battery is a power source and that they need to complete a circuit before a bulb will light up. The higher attaining pupils explain the process of electricity flow clearly and with some insight. All record their findings clearly with labelled drawings; one even used a labelled diagram in which the conventional symbols for a bulb and battery were apparent. In each of these three subjects, a significant proportion of pupils are working at levels above those expected nationally and standards generally are above average.

8. Standards in Year 6 are above average in English. In their English work, pupils write neatly in a joined-up style. Their spelling is reasonable; even when incorrect, it is always phonetically plausible, often following speech patterns, for example, "vacume" and "furnis". Punctuation standards are above average, with exclamation marks, apostrophes and question marks being used correctly by nearly all pupils. There are good opportunities for pupils to write at length for a variety of purposes. In these stories, words and phrases are often chosen carefully and successfully for their effect on the reader. For example, one pupil wrote, "The plane was sucked into the golden sand like a vacume cleaner". Higher attaining pupils have a very good flow to their work and chose very mature words and phrases to communicate their meaning. In mathematics, standards match expected levels, overall, although a significant minority of pupils are working at levels that are above these. Pupils solve complex word problems accurately, successfully using their knowledge of number operations. Higher attaining pupils are beginning to use algebra satisfactorily to explain calculation processes. In suitably challenging extension activities, they also work out when each item of the Sunday dinner needs to be put on by using their number skills and knowledge of elapsed time. No science lessons were seen because of the timing of the inspection.
9. In the last inspection, standards in information and communication technology (ICT) were below average and standards in design and technology were well below average. In both subjects, standards now broadly match those expected nationally. In ICT in Year 6, for example, pupils use graphics, text and imported photographs to present a newspaper, as well as using a spreadsheet to insert formulae and manipulate data. In design and technology, pupils in Year 3 design a chair for a small doll satisfactorily and evaluate their product using appropriate criteria and language.

**Teachers' planning is very well focused on what pupils are expected to learn, which results in good progress being made in lessons by the pupils, who work hard.**

10. Teaching throughout the school is good, overall. This is an improvement since the last inspection, particularly for the oldest pupils. Fifteen lessons or part lessons were observed during the inspection. No lesson was less than satisfactory and over half were of good quality. In addition, 40 per cent of lessons were very good or better; lessons of this quality occurred in most classes in the school. The teaching of English and literacy skills and of mathematics and numeracy skills is good. As a result, pupils make good progress throughout the school in these subjects.
11. A major factor in the rising standards is the way that teachers now plan their lessons. The school makes appropriate use of national guidance in all subjects to assure continuity of experience for all pupils. Teachers then plan in more detail for the term or half term ahead so that progression in the development of skills is assured for the class as a whole. Teachers' lesson planning then clearly identifies what it is that pupils are expected to learn in that particular lesson and sets out different activities to match the needs of groups of pupils within the class. This ensures that the lesson has a clear purpose that is shared routinely with the pupils so that they know what is expected of them. In addition, because the work is matched well to each individual's needs, pupils are interested by the tasks set for them and concentrate well. Teachers teach the basic skills well, which means that pupils are well prepared with the knowledge and skills they need to complete the tasks set for them.
12. Throughout the school, relationships are very good and pupils are managed very well. They are, therefore, confident enough to ask questions when they are not sure of what to do or how to

proceed. Teachers and the other adults in the class are very sensitive to pupils' needs and personalities; all adults are well deployed and briefed as to the purpose of the lesson and they know the pupils very well. Consequently, they work very well as a team to a common purpose, which means that the help given to individuals is quickly available and no time is wasted in lessons. This, in turn, means that pupils work productively for a high proportion of the time. Teachers' and adults' questioning skills are good, which probes pupils' understanding and demands that they explain their answers fully. In addition, because the teamwork is very good, teachers' high expectations of pupils' attitudes to their work, application to task and standards of the finished product are consistently reinforced by all adults.

13. Learning resources are used very well. For example, in the reception class the imaginative way that the programmable toy was 'decorated' as a fire engine or as a fireman captured the interest of the children and motivated them very well. This made it fun to learn! Throughout the school, there are two or three computers in each class. This is insufficient for all pupils to work at the same time on the same program. Teachers overcome this problem very well by providing suitable off-screen tasks to complement, reinforce or extend pupils' learning. For example, in Year 3 those pupils not actively using the computer to retrieve and amend a photograph of themselves assembled the necessary instructions in the correct order before having their turn later in the week. Similarly, in Year 6, those not inserting formulae into a spreadsheet were working on appropriate, allied tasks on worksheets.

**The headteacher and key staff have a very clear idea of their respective roles and responsibilities, provide a very clear steer to the work of the school and lead an effective team. They have overseen a large number of improvements in provision and standards in the school.**

14. A crucial element in the school's improvement since the last inspection has been the governing body's decision to release the headteacher from a full-time class teaching commitment and to maintain very good staffing levels throughout the school.
15. The headteacher has a very good grasp of the strengths and weaknesses of the school. Key staffing appointments have been made, which have enabled her to delegate some important responsibilities to hard-working and able staff who are very clear about their respective roles and responsibilities. They form a cohesive team that has been successful in overseeing a large number of improvements in structure and provision throughout the school. Because of the very good relationships between all adults in the school, this team ethic permeates the work of the school at all levels. For example, one school secretary takes the recorder clubs, which add a great deal to the personal, social and cultural development of a large number of pupils from Year 2 upwards, while the other runs the school library during lunchtime, to the benefit of all. All adults are very determined to succeed and the school is very well placed to improve still further.
16. The monitoring and evaluation of teaching is undertaken regularly and leads to suitable targets for individual improvement that form part of the basis for subsequent monitoring. The extent of pupils' learning is evaluated soundly through the analysis of annual tests, leading to the identification of areas for improvement in provision, and by reviewing the work done in the books of a sample of pupils. This leads, in English, to the setting of targets for improvement for individual pupils. In mathematics, the focus of evaluation has been that pupils develop skills in, for example, fraction work logically as they pass through the school. Both these focuses are appropriate. The school's self-evaluation and review procedures are fully consultative, which ensures that all adults, including the governors, are able to have a shared understanding of the main successes and areas for development within the school. This results in the establishment of a good school development plan that clearly identifies appropriate priorities for improvement.
17. Governors make a good contribution to the direction of the school and meet their responsibilities very well. They receive very thorough reports from the headteacher each term, which have summaries by each class teacher of each term's work; these provide a clear insight into the work of the school. In addition, each governor is formally 'linked' with a subject and monitors the

school's work in an appropriate variety of ways. They have a very clear idea of the school's strengths and weaknesses; for example, they have lobbied for improvements in accommodation for some time, with partial success, as explained in paragraphs 24 to 28 of this report. They ensure that all available finance, including grants designated for specific purposes, is used effectively for the purpose intended. They also are prudently committed to retaining a suitable reserve of money to provide security against the need to reduce the staffing levels should pupil numbers drop.

18. Since the last inspection, there have been many improvements that affect every aspect of the school's work. All the key issues of the last report have been addressed well. Further work has been done to develop planning in other subjects to the same high standard as in English and mathematics to ensure that all pupils achieve the standards that they could. Improvements in the procedures for assessment and the way that the information gained from the assessments is used have been crucial elements in ensuring that all pupils are making the progress they should in English and mathematics; as explained in paragraphs 22 and 23 of this report, more work is now needed to extend this success into other subjects. The new draft policy for able pupils is, however, good and has the potential to provide the basis for this improvement.

**Relationships are very good throughout the school, which results in confident pupils who behave very well and a high incidence of obvious mutual respect.**

19. The fact that all adults share high expectations of how pupils should behave and interact is extremely effective and contributes to a very good ethos within the school. At every level throughout the school, relationships are very good. There is a very good team ethic among the adults. Pupils are willing to work and are confident to ask for clarification if they do not understand aspects of their work. Throughout the school, in and out of lessons, pupils behave very well. No incidence of rough or thoughtless behaviour was observed during the inspection and pupils were universally friendly and polite. These are attributes that they learn from their teachers and the other adults in the school.
20. In addition to these qualities, the very good relationships ensure that pupils work together very well and develop into mature and sensible citizens. For example, in an ICT lesson with pupils from Years 5 and 6, groups of four were set to work together to devise formulae to insert into a spreadsheet and to calculate the average of a set of numbers. They collaborated very well and really listened with respect to each other's ideas and views before coming to a decision. Having inserted the formula, it sometimes was found to be incorrect. There was never a hint of reproach or a suggestion of one person scoring points over another. Pupils showed outstanding maturity and continued to search for the correct answer. Similar high quality collaboration was seen in lessons throughout the school. In the reception class, children collaborated well in the role-play area to 'telephone' the Fire Brigade. In Year 2, they worked together well to find how to light a bulb using a battery and, in Year 3, they collaborated well to sort a list of books into groups of fiction or non-fiction. In Years 4 and 5, they made sensible and supportive evaluations of each other's road safety posters.
21. In addition to being evident in lessons, these very good relationships extend naturally into the playground and other areas of the school's work. Pupils play well with each other and there is obvious respect for the activities and space of other people. As in all schools, on occasion, there are moments when individuals might feel aggrieved or about to misbehave. There is a well-established system of 'peer mediation' that helps to overcome these difficulties. This is a system in which many older pupils have been trained in how to discuss problems with upset pupils. They are available to mediate at all playtimes and are easily identified as being 'on duty' because they wear distinctive caps. All pupils know that their concerns will be dealt with in complete confidence. This makes a very good contribution to the maintenance of good order and to the self-confidence and personal skills of the mediators themselves. A 'Pupils' Council' has recently been established; the members are articulate individuals who are beginning to develop their responsibilities soundly. Throughout the school, the provision for pupils to develop their sense of responsibility has improved since the last inspection; this has had a consequent beneficial effect on attitudes, behaviour and relationships and ensures that the school is a delightful place to work and play.



## **WHAT COULD BE IMPROVED**

**The use made of assessment information in subjects other than English and mathematics to ensure that all pupils, especially the higher attaining, achieve as highly as they could.**

22. The school has a good policy for assessment, recording and reporting that clearly identifies very good, comprehensive assessment procedures. The results of annual tests in English and mathematics are used well to group pupils and to set targets for improvement for individuals and groups. In these subjects, and also in the work done with pupils with special educational needs, the results of more frequent testing are used well to track the progress made by individuals and to set them more sharply focused and specific targets for improvement. Teachers' marking of pupils' work is regular and is beginning to be used in all subjects to give individuals ideas of how they can improve their work.
23. Following improvements in planning procedures outlined above, the school has begun to test pupils at the end of blocks of work in many subjects. This provides a summary of what pupils have learned. However, the school has already identified that this information is not being used sufficiently, other than in English and mathematics, to ensure that future work is planned to match closely the developing needs of individual pupils, particularly those identified as higher attainers, and to ensure that they make the progress that they should. The school also, appropriately, recognises that the existing procedures, including those for pupils with special educational needs, should be developed into a coherent whole to assure consistency across all areas of its work.

### **Aspects of the accommodation.**

24. The governing body carries out regular risk assessments and audits of the school buildings. The results are recorded clearly and succinctly and have led, over the years, to requests to the appropriate authorities for improvements to be made to aspects of the accommodation that are known to be below the standards expected for pupils to work effectively.
25. Some of these requests have been successful; for example, a number of rotting window frames have been cladded in the reception and Year 1 classroom. However, this work has not been completed to a satisfactory standard. For example, cladding is missing on one corner post and the original, rotting timber is still exposed to the elements. In addition, a great deal of the other exposed timbers are rotten, to the extent that it is easy to push a sharp object all the way through some of the window frames in the Year 1 and 2 class.
26. The main school building has a flat roof; during wet weather this leaks in places into the classrooms where the pupils are expected to work. This is an unsatisfactory state of affairs. The level of lighting in some classes is too low and makes the reading of text difficult. This is unsatisfactory.
27. The outside classrooms lack water. This means that toilets are not immediately available to the pupils in Years 4, 5 and 6. In addition, there is no regular access to the facilities needed to study art and design or aspects of mathematics, science or design and technology. Teachers, however, make very good efforts to ensure that water is available in bowls or buckets to support these aspects of the curriculum at the appropriate time. Nevertheless, the lack of routine access to running water is unsatisfactory and adversely affects learning and unnecessarily makes the teachers' job more difficult.
28. The school is well aware that it cannot ensure that all pupils have equal access to the required curriculum and that facilities are not available to support the education of some pupils with physical disabilities. They have included a statement to that effect in the annual report to parents, as required by statute. There is no toilet in the school for pupils in wheelchairs and access to parts of the school buildings, including the library and the classrooms used by the oldest pupils, is denied them. This is an unacceptable state of affairs and means that the school cannot meet their needs.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to improve standards still further, the headteacher, staff and governors should now:

- (1) Develop further the way that assessment information is used in subjects other than English and mathematics to ensure that all pupils, especially those identified as higher attainers, make the progress of which they are capable.

*(Paragraphs 18, 22 and 23)*

- (2) Continue to take all possible steps to improve aspects of the accommodation.

*(Paragraphs 17, 24 – 28)*



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	8

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	4	8	1	0	0	0
Percentage	13.3	26.7	53.3	6.7	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 nearly seven percentage points.

### 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)	141
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	12

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	5

### Attendance

#### Authorised absence

	%
School data	3.86

#### Unauthorised absence

	%
School data	0.02

National comparative data	5.1
---------------------------	-----

National comparative data	0.4
---------------------------	-----

*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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	13	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	100 (95)	100 (95)	100 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	100 (95)	100 (95)	100 (95)
	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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	7	19

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	89 (93)	79 (100)	95 (100)
	National	75 (75)	71 (72)	87 (79)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	79 (93)	89 (100)	89 (100)
	National	72 (70)	74 (72)	82 (79)

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

Because there were fewer than either ten boys or ten girls in each of Years 2 and 6 in 2001, details of how many of them achieved the expected levels in the tests is omitted to avoid any possibility of a breach of confidentiality. This is standard practice in all inspection reports.

### **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	0
Any other minority ethnic group	123

*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)	6.7
Number of pupils per qualified teacher	21.0
Average class size	28.2

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	80

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4.0
Number of teachers appointed to the school during the last two years	5.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **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	2000/2001
	£
Total income	266 538
Total expenditure	261 795
Expenditure per pupil	2 129
Balance brought forward from previous year	17 493
Balance carried forward to next year	22 493

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	141
Number of questionnaires returned	116

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	41	0	0	0
My child is making good progress in school.	49	41	3	0	5
Behaviour in the school is good.	47	49	3	0	2
My child gets the right amount of work to do at home.	43	45	9	1	2
The teaching is good.	53	44	2	0	1
I am kept well informed about how my child is getting on.	46	44	9	0	2
I would feel comfortable about approaching the school with questions or a problem.	72	21	5	3	0
The school expects my child to work hard and achieve his or her best.	72	27	2	0	0
The school works closely with parents.	47	40	9	1	3
The school is well led and managed.	50	46	3	1	1
The school is helping my child become mature and responsible.	56	42	1	0	1
The school provides an interesting range of activities outside lessons.	18	36	28	4	9

The inspection team judges that the provision for activities outside lessons is good but agrees with all the positive views expressed by the parents.